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COMPETENCE IN COMMUNICATION
FOR ESL/EFL SPEAKING CURRICULUM

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts
in
Education

by
Somi Shin
March 2001


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A Project
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March 6, 2001
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ABSTRACT

English has become a world language. According to estimates, people who use English as a mother tongue have now reached around 300 million; a further 300 million use English as a second language, and an additional 100 million use it fluently as a foreign language. In Korea, English serves as a first foreign language. The importance of learning English is becoming greater in Korea because English is the language with which Koreans can communicate with people from other countries. With the increasing popularity of English, skill in spoken English is becoming more essential to ESL/EFL students because their ultimate goal in learning English is to achieve communicative competence for their academic and future vocational purposes.

However, teaching English learners how to speak effectively has not been a focus in English-as-a-foreign-language pedagogy. In Korea, traditional methods of teaching English mainly focus on grammar and written English. There are many difficulties in teaching and learning speaking skills due to the lack of appropriate and effective methods. To remedy this problem, traditional methods must evolve toward interactive and

student-centered instruction. Effective speaking strategies need to be geared toward communicative competence as a goal. The purpose of this project is to encourage communicative competence through motivating and authentic communicative language teaching methods within a crosscultural critical-thinking-based communication approach, and to provide effective speaking strategies for ESL/EFL students.

This project provides a background on English instruction in Korea, and features a literature review that builds theoretical aspects of this project. This project also presents a model of communicative competence applied to the speaking process which incorporates the application of speaking strategies. The project offers a curriculum design which includes three lesson plans based upon communicative approaches, including a plan for assessment of the curriculum.

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CHAPTER ONE: INTRODUCTION

Background of the Project

English has become the common language of the world. English is being used by people all around the world in many aspects of their lives. The international business world is linked primarily through English. The language is also crucial in economics, politics, culture, and education, for sharing knowledge and information on a global scale. Moreover, with the advent of the Internet, English has taken an even greater role in communication among people of different languages and countries.

The fact that many non-English speaking countries have adopted English as the first-choice second language or as the sole foreign language requirement in the national curriculum is indicative of the increasing importance of English as a global language. Consequently, more and more people are devoting great amounts of time and effort to learning English all over the world.

Role of English in Korea

English is the primary foreign language in Korea. English learning for Koreans starts in elementary school. As students move up through the middle school, high

school and college, English becomes an increasingly important academic subject. Especially in college, students utilize textbooks and study aid materials in English in many courses as standard course requirements.

Korean students also learn English through various avenues outside the regular school system. A variety of English language programs are available and presented daily on radio, television, newspapers and in journals. Some Koreans subscribe to English newspapers and magazines such as USA Today, Reader's Digest, Newsweek, and Time, which are readily available. They also watch American TV programs to improve their listening skills and to acquaint themselves with American culture. Korean people are familiar with English due to extensive adoption of English of words and concepts associated with modern life and technology, such as "mass communication," "computer," "stereo," and the like (Hoing, 1992).

Consequently, English now has become the most important and familiar second language in Koreans' daily lives. As a result, Korean educators allocate many resources and exert much effort to encourage people to develop English language skills.

The Importance of Communication Skills

The increasing importance of communication skills in modern society has prompted educators to improve the communication skills of students while they learn language at school or institution. Traditionally, many schools, from elementary schools to colleges, have ignored applying the communicative approach in teaching. They have thought that if learners were to be proficient in the language, they must master the mechanism by which the language works, meaning the rules of grammar, and learn the language system by this. On the contrary, the current focus is on communicative competence: if the learner is to be proficient, he/she should know how to use language, not just merely learn about language. Students cannot learn enough realistic and authentic language through grammar-translation methods. The ultimate goal in learning a language is for students to be able to engage in real-life communication in a variety of situations using the target language.

The ability to communicate verbally in English has become an important concern to all levels of students in Korea, which includes elementary, middle, high and college students. Once students begin their working

career, verbal communication becomes even more important. When students leave school, they leave behind the traditional method of learning English that focuses on grammar, vocabulary, and reading; and their ultimate goal changes to that of being able to speak effectively in various settings in society. In particular, college students feel the pressure to learn to communicate verbally in English as they are leave school and actually step into real society.

The majority of Korean college students prepare for TOEFL (Test of English as a Foreign Language), which focuses on academic English, because this has been the test used to measure the English proficiency of students. In recent years, however, TOEIC (Test of English for International Communication), which focuses on more real life communication where practical application is needed, has become a more important test than TOEFL. Most companies want to see a high TOEIC rather than a high TOEFL score from their employees. This trend demonstrates the recognition of the importance of speaking ability as well as reading, listening and writing in Korean society.

The Need for Improved Communicative Pedagogies

To be able to develop authentic communication skills, educators should apply the following aspects when they teach communication skills: critical, creative and active thinking skills; appropriate approaches to understanding culture; empowerment of learners; pleasant learning circumstances; and effective speaking strategies.

A coherent plan incorporating these elements, when executed properly within the particular context, will help teachers develop the communicative competence of their students.

The Need for Critical/Creative/Active Thinking Skills. The apparently ineffective traditional approach to teaching seems to have resulted in students' lacking creative and critical thinking abilities in the language they strive to learn. In addition to basic knowledge of the language's structure and mechanism (e.g., grammar, vocabulary, reading and writing), students should be able to think creatively and critically both while learning the language and in actually using the language. For example, students should be able to produce ideas, express their opinions, and critically support them in

the new language, not merely apply the words and sentences they have learned.

Over the past fifty years, in spite of enormous efforts and resources dedicated to the teaching of English in Korea, the results have not been satisfactory, largely due to the lack of practical, active, critical, creative, and interactive approaches. However, the recent availability of native speakers in college English courses provides the students with an opportunity to develop critical, creative and active thinking abilities. Through the actual interaction with someone whose mother tongue is the language they are learning, students find that the classroom provides a closer approximation to the real world in which the language is spoken routinely. For Korean students accustomed to the conventional grammar- and teacher-oriented approaches to learning English, this is not only a new way to learn the language but a stimulating experience as well. Also, students are engaged in various activities in which English is the required language so as to further develop their English skills. Such emphasis on interactive practice in learning that promotes critical, creative and active thinking skills helps students develop effective

communication skills while actually enjoying the learning experience.

The Requisite of Using Appropriate Content and Approach to Understanding Culture. One of the important points that teachers should keep in mind is that the quality of learning is more important than the quantity of learning. Students in Korea are often too overwhelmed to be able to understand a high degree of cultural content by themselves, content that may be far removed from application in real society. So their ability to employ practical language is weak.

As a result, many Korean college students nowadays seek the opportunity to have real experiences with American culture. So they find a way to contact native speakers to practice English and learn American culture through such media as interaction with pen pals, Internet chatting, and English mass media. And more and more, students travel abroad to experience American culture because they know that they cannot learn English without understanding the culture of the target language.

English classes should be dynamic and engaging, using a communicative approach. Students learn English by talking and writing about their lives and ideas, and

by reading and listening to authentic materials.

Teachers should offer a wide range of experiential learning to students.

Students also need to be familiar with the various characteristics of culture in the target language. It is very helpful for language learners to understand differing cultural values and to increase their awareness of the similarities and differences among cultures as they learn language.

The Requisite of Empowering Speaking Learners. Just because a student is good at listening and understanding does not necessarily follow that he/she is good at speaking. Unlike reading, writing and listening, speaking involves active participation. Speaking can be a bit intimidating to some students. Especially if students are used to being educated in a passive learning style, like in Korea, they do not want to speak in front of people. To overcome the fear of speaking, the teacher as facilitator, co-communicator, guide, and helper plays an important role in the communicative approach. Moreover, the teacher should help students to develop self-confidence and self-motivation. To make the communicative approach more effective in developing

speaking proficiency, a wide range of provocative tasks is recommended.

The Requisite of Pleasant Speaking Circumstances.

The learners' environment has a powerful impact on their learning. Through interesting communication with other people, students can learn not only communicative (speaking) skills, but creative and critical thinking skills as well. Students pick up a lot of information through sharing opinions, ideas, or knowledge. In other words, they learn from each other. Therefore a variety of subjects and types of speaking materials can help students' learning experiences to be pleasant ones.

Communicating is not an individual activity. It requires at least two persons. Practicing speaking by oneself is not really helpful. Students need environments in which communication takes place.

Receiving feedback while communicating is another pleasure of acquiring speaking skills. Active interaction among class members who are involved in communication, along with authentic tasks and approaches, can enhance the joy of learning to speak English.

The Requisite of Speaking (Communication) Strategy.

To develop the speaking proficiency of students, applying

appropriate and diverse speaking (communication) strategies in teaching and learning is essential. No single approach or method is appropriate to every learning style. Each approach has something to offer. Teachers also should develop their ability to judge which method is appropriate in each different setting and when it is the appropriate time to switch techniques.

Speaking is especially related to listening. Speaking skills cannot be improved without active listening. In fact, one cannot separate listening from speaking. To be able to listen very well with patience and understand what other people are talking about are basic attitudes to be adapted when acquiring communication skills.

One of important issues in strategic speaking is how to improve pronunciation. Without clear pronunciation, native speakers cannot understand what ESL/EFL students are talking about. However, to learn exact pronunciation is another hard task for students. It is particularly difficult to create sounds that the student's primary language does not have. Teachers need to devote a great deal of attention to developing students' pronunciation. Nowadays multimedia environments provide varied settings

for students to learn the target language. These offer new tools for speaking improvement with multi model approaches in which students can experience the target language in a cultural context.

"In the last twenty-five years or so, research has provided significant evidence that collaborative academic talk is at the heart of the learning experience" (Barnes et al., in Simich-Dudgeon, 1998, p. 1). However, most classroom teachers have not considered verbal interaction as a central aim of teaching and learning process. Therefore, communicative strategies in learning language have not been popular in ESL/EFL classrooms.

The ultimate goal of communicative strategy in the learning process is to develop communicative competence, which means students can function in the target language and culture by producing and interpreting meaning with target members of the culture.

Despite the need for innovative methods, there are limitations to teaching using the communicative strategy, especially in Asian classrooms. These include time limitations, discipline problems, few trained teachers, and outmoded pedagogies. In view of these challenges, I hope that teachers will be able to use appropriate and

collaborative communicative strategies in language teaching, so students will have more productive, effective, and enjoyable learning.

Target Teaching Level

Learning communication skills is very important for college students in Korea because they need to practice and build communicative competence before they enter real society. Once they become college students, they are required to learn English at a higher level, which includes critical and creative thinking and crosscultural learning. I would like to teach English focusing on communication skills to college students so that they can engage themselves interactively in a dynamic and sophisticated society, and contribute positively in economic, political, educational, and other domains.

The Purpose of the Project

The purpose of this project is to explore effective communicative strategies embedded with creative and critical thinking skills, so ultimately students acquire communicative competence in various settings. I hope that students will learn enough communicative (speaking) ability as they learn English to make themselves understood easily and comfortably both in academic

setting and in everyday social interaction with other people. I especially desire that learning with communicative strategies will enable college students to achieve academic and eventually vocational goals.

The Content of the Project

This project characterizes interactive and collaborative communicative (speaking) strategies supported by communication theories and processes. It features many methods to develop appropriate communicative proficiency. It also incorporates various cultural aspects of the communicative approach.

This project consists of five chapters. Chapter One explains the general background of previous learning approaches in the ESL/EFL classroom, especially those in Korea. Chapter Two explores key concepts such as communication theory, crosscultural comparison, critical thinking, and speaking strategies involving the speaking process. Chapter Three offers a framework to systematize the speaking process, including speaking strategies. Chapter Four applies various communicative strategies to a curriculum containing a unit of three lessons. Chapter Five discusses the assessment of the unit.

The Significance of the Project

Learning needs to be supported by authentic contents and approaches. An integrated second language learning situation builds four different skills: reading, writing, listening and speaking. This project focuses on second language learning through speaking and further developing communicative competence. This project provides a variety of speaking (communication) strategies that language teachers and learners can use to improve speaking skills.

Through successful and selective communication strategies, students will narrow the gap between their speaking skill and other English skills, improving both students' academic and social language. This project may serve to increase the speaking proficiency of language learners through the application of research-based approaches.

CHAPTER TWO: REVIEW OF LITERATURE

Communication Theory as a Basis for ESL/EFL Teaching

Communication is part of human life and is even essential for survival. Communication is a crucial social skill: "to be successful in work or personal life, you usually have to be an effective communicator. You can't make friends or stand up against your enemies unless you can communicate with them" (Dublian, in Carter & Kravits, 1996, p. 201). People communicate with others in various ways. These communication methods not only include talks in person or over the telephone, but also use of the traditional mass media such as books, newspapers, magazines, films, tapes, video, TV, and radio, as well as computer-assisted means (e.g., the Internet).

In the classroom, communication occurs in the form of lectures, demonstrations, presentations, term papers, examinations, and discussions. Under these different circumstances, students practice various ways of communicating such as informing, persuading, explaining, asking and answering, debating, and even small talk with peers. Through developing proficient communication, students can interact with the teacher and other students

more clearly and comprehensively, which results in much better school achievement. In an ESL/EFL class, developing students' communication skills while they learn the language can greatly enhance both the efficiency and effectiveness of teaching.

In order to further discuss how to facilitate students' development of communication skills, it seems appropriate to review a basic background of studies in communication.

Definitions of Communication

The term communication has many meanings and can be interpreted in different ways. Chernow & Vallasi define communication as "a transfer of information, such as thoughts and messages, as contrasted with transportation, the transfer of goods and persons" (1993, p. 612).

Another definition of communication is "the process or act of transmitting a message from a sender to a receiver, through a channel and with the interference of noise; the actual message or message sent and received; the study of the processes involved in the sending and receiving of messages" (Devito, in Heath & Bryant, 1992, p. 29). According to Gerbner, communication is "interaction through messages" and these messages are

"formally coded symbolic or representational events of some shared significance in a culture, produced for the purpose of evoking significance" (in Heath & Bryant, 1992, p. 29). Heath and Bryant (1992) also define communication as interaction, not mere transmission of ideas or information. They also assert that communication includes informal, unintentional communication behavior such as head nodding. Accordingly, nonverbal response-matching behavior, even though it is unintentional and informal, also constitutes important communication because it is interactive. In another view, Rogers and Kincaid (in Heath & Bryant, 1992) define communication as creating and sharing information with one another in order to reach a mutual understanding.

In sum, communication is interaction between people as a two-way carrier system of information. The form of such interaction can either be formal or informal and also it may be either verbal or nonverbal. The purpose of communication is the exchange of messages. Thus, communication skills can be defined as the ability to have the other party properly and accurately understand what one intended to express and vice versa.

Communication Theories

Communication theories resulted from the merger of various inquiries throughout many centuries. The followings are important theories that help to understand part of communication.

Rhetoric Theory. Communication science originated in the study of rhetoric and public address (Heath & Bryant, 1992). According to Heath and Bryant, it developed from scholars who studied the role that public speaking plays in society. One important and representative person of this tradition is Aristotle. In his desire to discover what constitutes effective public speaking, he focused on dynamic interpersonal conversation. Heath further explains that Aristotle studied heavily the "message content and structure, use of language and delivery, and the character of the speaker and the listeners" for effective communication (1992, p. 35). He laid a foundation for the study of the ways people develop and utilize messages.

Information Theory. According to the Information Theory of Shannon and Weaver (in Gentry, 1994), the key informational elements are source, transmitter, channel, receiver, and destination. The source transmits messages

through a channel such as oral conversation or written forms, and the receiver at the other end of the channel (the destination) takes the delivery of the message and decodes it. However, differences of opinion, backgrounds, and experience may provide obstacles that keep two people from communicating accurately on a topic (Shannon & Weaver in Heath & Bryant, 1992). Such an obstacle may result from a word or expression deciphered differently by the parties engaged in the communication. Consequently, the fewer such obstacles present in the communication, the more effective the communication. Schramm (in Heath & Bryant, 1992) also understands communication as a process of sending and receiving by communicators simultaneously. Therefore, a basic premise of communication as sending/receiving messages through channels is that while a party is sending the message (e.g., speaking), the other is receiving (e.g., listening). Furthermore, Schramm emphasizes that "people respond idiosyncratically to messages as a function of their personality, group influences, and situation under which the communication occurs" (in Heath & Bryant, p. 42). Thus, the people in communication need to recognize such obstacles (or, the elements that are not the core

components of the message) and weed them out, so to speak, in order to carry out effective communication.

Broughton, Brunfit, Flarell, Hill, and Pincas (1978) formulate communication as thought-sender-language-receiver-thought. According to their explanation, the sender starts with a thought and puts it into language, and the receiver perceives the language and thus understands the thought. This emphasizes the key role of language in communication. In support of this view, Bolinger argues that language is not just necessary for the formulation in communication, but is part of the thinking process because language conveys meaning infinite number of contexts (in Broughton et al., 1978). In sum, according to this model, the very quality and effectiveness of communication depend primarily on the language skills of both parties.

Psychological and Linguistic Theories that Impact Communication

One's mental disposition and linguistic fluency are deeply related to communication. Learners acquire a language through conscious and subconscious processes, which involve using the language for meaningful communication. The conscious process entails conscious

efforts on the learner's part in learning a language, as in the usual structured type of learning found in most classroom settings, such as memorization of new vocabulary. In contrast, the subconscious process is at work when the learner is not acutely aware of the situation as a learning setting, such as when he/she is engaged in small talk with others.

When the learner is in good mood, for example, such psychological state can positively affect the learner's attitude and viewpoint in communication. The type of linguistic approach also influences the effectiveness of communication. The following concepts illustrate how psychological and linguistic approaches impact communication.

The Psycholinguistic Approach. Schutz (1996) argues that the key to the learning process is to build a personal relationship between the teacher and the learner, which he calls the Psycholinguistic Approach. The goal of this method is to "increase the emotional load of the conversation, making the sessions more appealing and engaging" (Schutz, 1996, p. 1). An instructor should make conversation related to the learner's interest (Schutz, 1996). Schutz emphasizes

that the first step as the beginners acquire communication skills is to achieve self-confidence and independence because psychological obstacles must be overcome before linguistic accuracy is attained (1996).

The Natural Approach. Krashen and Terrell (1983) describe the acquisition of a second language in four principles in their Natural Approach theory. Because of the focus on input and output, the Natural Approach can be considered a psycholinguistic theory. First, the goal is to have meaningful communication with native speakers in the target language; second, comprehension precedes production: students must receive comprehensible input in order to communicate meaningfully; third, speech production emerges as the language acquisition process improves; fourth, the majority of class time should focus on second language learning activities which provide input for acquisition. Language acquisition skills based on comprehension are considered essential in the Natural Approach theory.

A Conversation Analysis Research Approach. Negretti introduces Conversation Analysis, a method that focuses on "how individuals in social setting engage in meaningful acts through language and make sense of the

world around them" (1999, p. 77). Communication Analysis has established itself as an approach that combines linguistic analysis at the discourse level with applied social psychology. According to Psathas (1955), the basic assumption of Conversation Analysis is that "social actions are meaningful for those who produce them and they have a natural organization that can be organized and analyzed. Its interest is in finding the rules and structures that produce that orderliness" (p. 2). In particular, Conversation Analysis avoids preformulated theoretical categories (Negretti, 1999). According to Conversation Analysis, researchers should be allowed to approach, describe and analyze conversation as data without preconceived theoretical boundaries.

In this approach, talk is considered a social action, an action performed by participants within a specific context (Negretti, 1999). In other words, the Conversation Analysis approach can be helpful in analyzing the different ways in which interlocutors conduct social actions and create meaning through talk. Negretti also explains that this approach induces learners to attain deeper insights to the rules and standards of new environments where they need to find new

approaches to communicate such as an on-line context (1999). This approach expands the communication channels, especially the more technology-based ones (e.g., the various Internet-related communications media). Consequently, in terms of second language learning, foreign students acquire the linguistic structure of the target language through communication activities.

The Triune Brain Theory. Violand-Sanchez (1988) emphasizes the important role of the emotion in the learning process, citing the Triune Brain theory developed by Paul MacLean. Violand-Sanchez draws upon Triune Brain Theory as a way of bringing the psychology of emotion into the communication process, especially teaching of second language. Violand-Sanchez further explains in regard of the Triune Brain theory that "the whole brain works together in amazing ways, and brain-compatible classroom strategies can promote feelings of belong and caring among all students by relieving stress and enhancing natural brain processes that improve learning" (1998, p. 32). Most ESL/EFL students experience stress and even fear in learning a new language in an unfamiliar situation. Therefore, teachers

should consider the vital role of emotion in the learning process and help alleviate any unnecessary stress in the classroom so that emotional factors do not work against the learning experience.

Communicative Competence

The theories and background of communication mentioned earlier are discussed in order to understand how communication studies can help ESL/EFL students to increase their communicative ability. Theorists in ESL/EFL have called their ability communicative competence.

The Definition of Communicative Competence.

Communicative competence is one's proficiency in using a language. Therefore, to be competent in communication, proficiency in the language used in the communication context is essential. Language, once mastered as a tool, then functions as a means of producing communication (Mower, 1960). However, communication can be complex and varied due to highly structured system of language that has an infinite range of permutations (Broughton et al., 1978). In this respect, communicative competence presupposes some measure of linguistic competence. In other words, some basic language competence is

prerequisite for communicative competence.

Communicative competence also refers to how people perceive and categorize social situations, and differentiate their ways of speaking accordingly (Edwards, 1976). Savignon (in Carel, 1997, p. 6) explains that communicative competence is "the ability to function in a truly communicative setting-that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors."

Savignon (1993) mentions that the development of the concept of communicative competence relating to language teaching can be traced to two sources: theoretical and practical. "The former comes from discussion in psychology, linguistics, and communication theories; the latter comes from pedagogical needs and concerns" (Savignon, 1993, p. 10). Therefore, having knowledge of those areas just described, some of which are discussed earlier and some of which will be discussed later, will be helpful in understanding communicative competence.

Functions of Communication. Broughton et al. (1978) identify five general functions in communication:

personal, directive, establishing relationship, referential and enjoyment. The personal function is involved when one expresses the psychological state in which the speaker is in at the time he or she speaks (e.g., being polite, aggressive, angry, pleased, etc.) for the listener to catch. The directive function when one attempts to control or influence the listener's understanding of the content of communication, and/or the listener's mood (e.g., the listener's mood is affected by the words chosen by the speaker). The establishing relationship function is involved when one makes a contact and maintains it with the listener. The referential function is involved when one conveys information to the listener. The enjoyment function is employed when one uses the language for entertainment purposes (e.g., words in rhyme, songs, poetry, etc.).

Therefore, language functions are "to satisfy material needs, control the behavior of others, get along with others, express one's personality, find out about the world, create an imaginative worlds, or communicate information" (Diaz-Rico & Weed, 1995, p. 245). Looking at language functionally has become a central facet of communicative competence theory.

The Context of Communication. ESL/EFL class teaching should have students learn how to convey their meaning and intent in English appropriate for, and accordant with, the context so that they would be understood properly in the real world where English is the basic means of communication.

Carel (1997) argues that textbooks generally provide prescriptive phrases with which to communicate without giving insights as to contextual influences on such utterances as not only what to say, but how, when, and to whom.

Broughton et al. (1978) list and explain several factors of context affecting communication: first, the choice of the language itself among bilingual, multilingual, or dialect speakers; second, the nature of the participants such as age, sex, social status, educational level etc.; and third, the actual situation in which the language occurs, such as shopping, booking a reservation, etc., including the kinds of contacts between the participants, which are speech, writing, and face to face.

These contextual factors that affect communication must be considered if a person's language is judged as communicatively competent.

Classroom Model of Communicative Competence. Canale and Swain introduce four components of communicative competence as a basis for curriculum design and classroom practice (1980). Those four components are: grammatical, sociolinguistic, discourse, and strategic competence.

According to Canale & Swain, grammatical competence is linguistic competence. In other words, this competence focuses on the skills and knowledge necessary to speak and write accurately (Diaz-Rico & Weed, 1995). Sociolinguistic competence has to do with the social rules of language use. In other words, it requires an "understanding of the social context: the roles of the participants, the information they share, and the function of the interaction" (Savignon, 1993, p. 37).

Discourse competence concerns the ability of connection of utterances and sentences to form a meaningful whole (Diaz-Rico & Weed, 1995). Strategic competence is "the manipulation of language in order to meet communication goal" (Diaz-Rico & Weed, 1995, p. 15). Repetition, emphasis, rephrasing, seeking clarification, and message modification are the strategies for ongoing effective communication. When students achieve these four components of communicative competence, they can be

considered competent speakers who knows when, where, and how to use language appropriately in various communication situations.

Overall, communicative competence is based upon the elements of communication that pertain to specific functions within specific contexts, the most relevant being the EFL classroom. Students who can perform competently in the four areas (grammatical, sociolinguistic, discourse, and strategic competence) can be considered truly communicative.

Communication theories are not only a body of academic knowledge gathered over time. They are a result of many researchers' and scholars' efforts to understand and to improve how people communicate. Therefore, having students acquire a basic understanding of various communication theories (some of which were presented in this paper) will help them recognize and even appreciate not only the breadth of academic side of communication, but also the dynamic practicality of communication at work in day-to-day life.

Within the general domain of communication theories, communicative competence has the most direct relevance for EFL teaching. Communicative competence is the

ultimate goal for students for ESL/EFL students. These students study the target language in order to communicate with others using the target language. However, having students achieve communicative competence takes more than having them master the vocabulary or grammar of the language. Teachers need to have students learn how to assess the given communication situation correctly so that they can use the English language properly for the assumed context in the situation. This will take more than learning the vocabulary, words, and idioms of a language.

Speaking Integrated with Other Language Skills

To develop interactive and effective oral communication skills in ESL classroom, it is also important to know how speaking skills are related with the other English skills (listening, writing, and reading), and how the features of other English skills can develop speaking skills in the speaking process.

Activities in language learning involve the use of the skills of listening, speaking, reading, and writing. These skills cannot be practiced in isolation. Corder states, "Since communication is a cooperative enterprise, one must suppose that we may adapt both productive and

receptive strategies of communication" (1981, p. 103).

To develop productive and receptive strategies of communication, speaking should be practiced with productive and receptive skills which are writing, reading, and listening. By engaging different language skills in practice activities, learning tends to be reinforced (Norman, Levihn, & Hedenquist, 1986).

For communication to take place, some more general process such as interpreting is involved (Norman et al., 1986); that is, interpretation between listening and speaking during conversation. There is also the process of interpretation between writing and speaking when written correspondence is exchanged.

The speaking process descriptions above are illustrated in this section in detail. This knowledge will help ESL students to enrich their speaking proficiency by understanding how speaking is integrated with other skills.

Speaking in Relation to the Productive Skill of Writing

Two hundred American CEOs were asked which ability employees must present to ensure a successful career (Stapleton, 1994). According to the survey in Business Forum magazine, oral & written communication skills rank

highest. This result documents the importance of communication in speaking and writing in interacting with other people, even when compared to other skills such as strategic planning, interpersonal skills, and knowledge of economics, business, culture, and overall environment.

Suggestions for Good Speaking and Writing Skills.

To have effective communication skills in speaking and writing, the following is advised (Stapleton, 1994): each text should have an introduction, body, and conclusion in the message. The introduction should be impressive in order to get peoples' attention; the body should be organized to emphasize the main points relating to the topic; and the conclusion should be direct, suggestive, or provocative to recap key points, summarize, and impact final points (Stapleton, 1994). Stapleton makes additional suggestions: (1) going back over the message and jotting down the main ideas; and (2) checking for the flow of ideas.

Leki(1995) provides the following strategies in speaking and writing: (1) relying on past speaking and writing experiences; (2) taking advantage of first language and culture; (3) using current experience or feedback; (4) using current or past ESL/EFL speaking and

writing training; and (5) accommodating teacher's demands.

The Differences between Speaking and Writing.

Broughton et al. (1978) define speaking and writing as productive skills, whereas listening and reading are receptive skills.

"Although speaking and writing are ways to communicate a message from one person to another, the patterns of communicating as well as the relationship between the sender and receiver are not the same" (Hall & Jung, 1996, p. 184). The difference between speaking and writing is that "speaking has such channels as intonation, voice pitch and gestures to convey information, whereas writing has only words and syntax" (Takagaki, 1997, p. 47). In addition, spoken English is more informal, uses shortened forms of words linking two or more sounds together, and uses more simple vocabulary than written English. In writing, people tend to use formal vocabulary with more consciousness. However, Hall and Jung (1996) explain that factors such as social class, cultural background, and individual differences influence speaking patterns in English.

Although speaking and writing are different systems,

Takagaki insists that writing activities can assist in oral proficiency development in an indirect way because writing is easier to handle for students who are not ready to speak. Furthermore, a free-writing technique, which is a prewriting activity, encourages students to overcome their fear of the blank page, and their preoccupation with correctness such as structure, grammar, and content is one of the ways to make writing more like speaking (Takagaki, 1997). Through this kind of activity, students begin to improve their communicative competence step by step.

Speaking in Relation to the Receptive Skill of Reading

Reading can help students to develop speaking through listening to the sounds of their voices echoing back to them when they read sentences or short texts aloud (Stevick, 1989). Stevick expresses two advantages of reading: (1) "students can easily do the same thing over and over, concentrating on one feature at a time"; (2) "students can focus their attention on how they sound, rather than on what they are going to say next" (1989, p. 84). This reading activity is convenient to practice because students only need to arrange some sort of echo source, such as facing into the corner of a wall.

Reading also enormously improves students' vocabulary. With more words at their disposal, students are able to engage in more dynamic conversation, and more closer to achieving communicative competence.

Speaking in Relation to the Receptive Skill of Listening

The differences between speaking and listening are as follows (Littlewood, 1981): When speaking, learners select the target language and can compensate for deficiencies through communicative strategies such as simplifying messages or using paraphrase. In contrast, when listening, learners cannot control the language and must be prepared to extract meanings from what they hear. However, Kozyrev (1998) states that the speaking and listening skills are inherently related, although sometimes they operate separately. Furthermore, Kozyrev concludes that when accuracy and fluency interconnect along with the speaking and listening skills, students experience the greatest improvement in learning the second language.

Womack and Bernstein (1990) explain that one of the most important skills that ESL students need in order to increase their effectiveness in communication is the ability to listen to other people. This is supported by

the following reasons: (1) they can hear the ways words and American sounds are made as they listen to them; (2) they need to know clearly what others are saying to respond in a meaningful way; (3) people will feel free to communicate when they feel that others are listening to them; (4) poor listening is related with poor retention; and (5) almost half of our communication time is spent in listening.

Richards classifies listening tasks as bottom-up and top-down processing (Richards, in Nunan, 1989). "Bottom-up processes work on the incoming message itself, decoding sounds, words, clauses and sentences," whereas, "top-down processes use background knowledge to assist in comprehending the message" (Richards, in Nunan, pp. 25-26).

In listening, learners should hear and identify the following (Finocchiaro & Bonomo, 1973): (1) the phonemic sounds of the language and the personal or dialectal variations of the phonemes; (2) the sequence of sounds and groupings; (3) the sound changes and function shifts; (4) the meaning of the words depending on the context; (5) the formulas, introductory words, and hesitation words; (6) the word-order clues of function and meaning;

and (7) the cultural meaning in the message.

Listening passages are presented in a variety of settings such as seminars, field trips, radio programs, public lectures, and study sessions (Ferrer-Hanreddy & Whalley, 1996). Listening especially is important for students in developing their academic listening comprehension proficiency in English and their English notetaking skills (Dunkel, Pialorsi, & Kozrew, 1996). Flowerdew states that "academic listening skills are an essential component of communicative competence in a university setting" (Flowerdew, in Dunkel, Pialorsi, & Kozyrew, 1996, p. x).

Leshisky (1995) introduces a listening journal as an effective listening activity. This can be a bound or spiral notebook in which students are able to take notes and write summaries of conversations from TV and radio programs, movies, lectures, sermons and so on.

Improving listening skills help to improve speaking skills at the same time because the speaking process involves listening activities. Without authentic listening practices, speaking skills cannot be developed.

Speaking and Pronunciation

Croft asserts that "pronunciation is the production

of speech sounds for communication," and these sounds must be comprehended for communication to take place (1972, p. 57). Therefore it becomes hard to communicate with native speakers of English if ESL students cannot produce clear pronunciation.

English has basically three kinds of sounds: vowels, consonants, and diphthongs. However, there are sounds regularly used in English that are not part of other languages, so new speakers of English often have a hard time recognizing these sounds and discriminating them from others (Kress, 1993).

In addition, English has stress or accents. Not only are sounds important, but also stress, because words can have different meanings depending on where stress is placed. "Stress is the relative accent, emphasis or degree of loudness placed on a syllable or word" (Kress, 1993, p. 156).

In second language learning studies, beginning students need to devote a lot of attention and effort to pronunciation. Teachers should be careful in choosing authentic and selective listening sources for students to practice pronunciation.

• Speaking is an interactive process. When students

have enough knowledge of crosscultural understanding, critical thinking, and speaking integrated with other language skills, fluent speaking will be accomplished. Moreover, a variety of speaking strategies allow L2 students to learn speaking more effectively, actively, fast, and with interest. In addition, it is important that teachers should help students to develop self-confidence and self-motivation in their learning. The class atmosphere is also important. Teachers need to keep students motivated and challenged, and leave room for games, puzzles, and songs, especially in conversation class. This will create more intimate relationship between teacher and students and among students.

"Language learning requires more than the understanding of words and grammatical rules (linguistic competence). It requires the ability to put this knowledge into practice (communication competence)" (Norman et al., 1986, p. 11). Whether human beings speak, write, read or listen, their purpose is to communicate ideas and information and to build relationships with other people. To achieve this ability, students need to be well trained with various

and effective communication strategies involving an integration of receptive and productive skills.

Crosscultural Understanding

To some degree, a background knowledge of culture has been applied in second language learning in ESL/EFL classrooms. However, especially in Korea, this has not provided students with adequate understanding of target culture due to lack of adequate emphasis on teaching the culture of the second language, lack of materials related to target culture, and grammar-oriented lectures.

Many ESL/EFL learners find that when they start to learn English, they have a difficult time understanding American culture, especially customs, values, and beliefs. In America there are many subcultures such as Black American and Native American as well as a variety of cultures from all around world, which makes it even more difficult for ESL/EFL students to gain an understanding of American culture. Moreover, when learners are faced with dilemmas caused by differences between the target culture and their own culture, they may become confused. In this aspect, the teacher's role is very important to help clarify students' understanding of the target culture and other cultures, especially in

classroom environments characterized by diverse ethnicity.

Characteristics of cultures in each community or country can effect the member's speaking ability. Philipsen (1992) describes the relationship between culture and speaking ability, mentioning that "each community has its own cultural values about speaking and these are linked to judgments of situational appropriateness" (p. 21). Basso and Philips explain that there are some situations where talk is the most valued mode of social behavior and some situations where "silence is golden" (Basso & Philips, in Philipsen, 1992, p. 21). Especially in Asia, there are many situations where people remain silent even though they want to speak their opinions because it is considered impolite in an Asian culture. In addition, there are different ways to talk in certain situations, such as business, classroom or social settings. When they learn cultural values, students learning a second language must learn how to judge what is called for under different circumstances in each community. In other words, conversation rules are culturally determined and learners must interpret them with sensitivity (Crawford, 1995). ESL/EFL teachers can

present these rules most effectively when ESL/EFL students have mastered a basic level speaking ability and target cultural awareness.

Definitions of Culture

Robinson (1985) categorizes culture under three divisions: (1) ideas; belief, values, and institutions; (2) behaviors (language, gestures, customs/habits, and food); and (3) products (literature, folktale, art, music, and artifacts). He explains that this definition of culture will help to clarify the relevance to teaching and learning of crosscultural understanding.

On the other hand, Holland and Quinn have a different view of culture as a shared knowledge, "not a people's customs and artifacts and oral traditions, but what they must know in order to act as they do, make things they make, and interpret their experience in the distinctive way they do" (1987, p. 4). They explain that culture widely shared by the members of a society plays an enormous role in understanding the members' behaviors. Accordingly, second language learners can learn culture more easily when they get involved in target culture society and try to be one of the members in it, sharing the knowledge with native people of their culture.

Byram and Fleming define the term "culture" as "socially transmitted patterns of behavior and interaction" (1998, p. 98). Using this definition of "culture" to learn and understand more about the target cultures, ESL/EFL curriculum should include more interaction and active participation of students with people from the target culture.

Transmission of Culture Cultural messages are transmitted through various learning modes: language, sound, or rhythm itself, space, touch, taste, emotion, body movement, smell, sight, and even telepathy (Robinson, 1985). Robinson (1985) illustrates that these learning modes can be overlapping, and distinctions among them are artificial and vague in many cases. However, postulating these learning modes provides a useful method to discuss and illustrate how culture is transmitted and acquired in ESL classroom.

Language and Culture

Before starting to learn target language, students first should realize that understanding the culture of the target language is an essential part of learning the target language. There are many who have studied the relation of language and learning as below.

The Relationship between Language and Culture. A

language is a structure having sounds which helps humans to communicate meanings and ideas (Price, 2000). These meanings and ideas come from one's culture. In other words, these meanings and ideas are created and developed, and sometimes become obsolete. Accordingly, one can never think of language as separated from culture. Whorf hypothesizes that language and culture interact: "the language we use affects the way we perceive the world; that is, language seems to shape or place limits on our thoughts" (Whorf, in Freedle & Hall, 1975, p. 11). Language in each society has its own cultural characteristics. Language use reveals how people in a particular society enact culture-specific routines (Eastman, 1990). Eastman adds, "the way language and thought and culture relate is a matter of the interaction of common human thought in the context of a particular culture" (1990, p. 141).

From the early age, one learns language and culture, usually from one's mother. This is why first language is called the mother language. "The best way to learn another language is to learn it the way we learned our first language, from songs and stories of childhood"

(Price, 2000). In a word, one cannot learn a target language without really understanding the corresponding culture. Therefore, one needs to learn the target culture at the same time that one learns the target language.

Language and Culture in Communication.

Communication is not just the exchange of information. To be successful in communication, the people involved need to share the same referential meaning of the words they are using (Byram & Fleming, 1998). Le Page and Tabouret-Keller said that people involved in communication have a number of social identities which bind them to particular group and cultural practices (Le page & Tabouret-Keller, in Byram & Fleming, 1998). Kramsch (1998) views the language as a symbol of a speaker's social identity. Kramsch explains that when language is used in contexts of communication, it is bound up with culture in multiple and complex ways. Therefore, she declares that "language embodies cultural reality" through all its verbal and non-verbal aspects in a speaker's tone of voice, accent, conversational style, gestures and facial expressions (1998, p. 3). The use of written language is also shaped and socialized through

culture because what it is proper to write, to whom, in what circumstances, and which text genres are appropriate are sanctioned by cultural conventions (Kramsch, 1998). One can also distinguish human communications from animal, as human communication constructs a medium for social and cultural interaction (Eastman, 1990).

Language Teaching with Culture. ESL/EFL teachers have an important role to instruct about American culture as quickly, interestingly, and effectively as possible. Learning through folktales, proverbs, fables, myths and legends is recommended strongly as a means for understanding American culture because the language and the culture of modern American English have been influenced by the stories, art, and ideals of the ancient Greeks and Romans, and later the British of the Middle Ages and Renaissance (Price, 2000).

On the other hand, teachers also need to be "deliberate in learning about students' home and community cultural practices and language use and incorporated them in classroom" (Bransford, Brown, & Cocking, 1999, Introduction). Bransford et al. (1999) mention that students demonstrate significant improvement in learning American culture when they engage their home

life and experiences as part of a classroom discussion. In this aspect, the "cultural note" method in which students increase awareness of the similarities and difficulties among different cultures can be a useful activity (Carlisi & Christie, 1994, p. 5). This kind of cultural awareness activity can sensitize people to the needs and feelings of others (Richard-Amato, 1996).

In addition, teachers should give students full freedom to express their ideas and opinions, and respect them while they talk about the cultures. Moreover, teachers need to manage the classroom environment in active and comfortable ways, excluding any racism or gender bias.

Language and Social Relations

Schieffelin and Ochs refer to the way people use language in particular social settings as "language socialization" explaining that "people's talk reveals their ethnicity, sex role, social class, and status" (Schieffelin & Ochs, in Eastman, 1990, p. 143). For example, one can presume a speaker's educational level by the speaker's choice of diction and mannerism.

In addition, Eastman mentions negotiation as a process where people can learn to behave appropriately

with others in groups in society (1990). One can argue that negotiation is a higher level of human communication, involving sets of rules. During a negotiation, each side must act according to the prescribed manner, which includes using appropriate language.

The speaker can choose his/her repertoire related to the circumstances of the moment: setting, participants and communicative purposes (Edwards, 1976). For example, a person giving a speech in front of an audience will choose a more formal language that the situation demands to address the audience. Bernstein describes that "language is the set of rules to which all speech codes must comply, but which speech codes are generated is a function of the system of social relations" (Bernstein, in Edwards, 1976, p. 35).

Just as the speaker distinguishes potentially meaningful sentences from non-meaningful sentences with grammatical understanding, he/she needs to have knowledge of social values associated with the activities, social categories, and social relationships implied in the message in order to understand the situated meaning of a message (Sanchez & Blount, 1975). To achieve interactive

communication with native speakers without any barriers, not only ESL students not only need to develop communication skills, but also they need to improve the skill of interpreting the message in the context of particular social relations.

Intercultural Communication

As a part of communication, intercultural communication is one of essential elements to develop communicative competence.

Definition of Intercultural Communication. Scollon and Scollon define intercultural communication as: "a term we use to include the entire range of communications across boundaries of groups or discourse systems from the most inclusive of those groups, cultural groups, to the communications which take place between men and women or between colleagues who have been born into different generations" (1996, Introduction). They suggest that individuals belong to multiple discourse communities and utilize different rhetorical strategies for communicating in different discourse systems. Likewise, Byram and Fleming (1998) define intercultural competence as helping people to be socially effective across cultures, not only communicating appropriately in intercultural contexts but

further, understanding the communication patterns, expectations and interpretations of others.

Asian vs. Western Cultures in Communication.

Interestingly, Scollon and Scollon (1996) emphasize the structure of the East Asian face-to-face interaction system in order to provide communicators with essential knowledge for understanding the mindset and language usage of East Asians. In East Asian discourse, Confucianism offers the organizing principles, whereas Socratic rhetorical strategies are the main principles upon which Western discourse is based. In another words, in Asia, teachers and textbooks are generally seen as authoritative sources of knowledge, and learning takes place through dedication and hard work, whereas Western cultures of learning emphasize the role of context and students' needs, especially the need to express oneself creatively and appropriately (Byram & Fleming, 1998). Furthermore, there are important rules of politeness among different age groups in face-to-face communication in Asia. Asian people use different words and attitudes in communication with younger and older people. People who do not respect this system are considered rude or crazy. In contrast, the Socratic method has had a great

influence on Western culture. Socrates provided the ancient ideal of education. Socrates was progressive, creative, and innovative. The purpose of education for him was to make people the best people they could be. He tries to help people to find themselves. With this purpose, he tried to interact with students as much as he could. This method originated the development of skills for communication underlying Western cultural learning today.

Communication between Women and Men. Communication between women and men also involves communication across cultures (Crawford, 1995). Maltz and Borker argue that boys and girls learn to use language in different ways as follows: Girls learn to create and maintain relationships of closeness and equality, to criticize others in indirect ways, and to interpret accurately and sensitively the speech of other girls; whereas boys learn to assert one's position of dominance, to attract and maintain an audience, and to assert oneself when another person has the floor (Maltz & Borker, in Crawford, 1995). Therefore, Crawford (1995) explains that miscommunication is inevitable between sexes because of the different male-female stylistic crosscultural approaches to

conversation, and this can cause dissatisfactions.

Neither side is wrong or crazy, but the miscommunication is tantamount to crosscultural misunderstanding.

Intercultural Learning. "Learning a foreign language implies a degree of intercultural learning: students may be led to become more aware of their own culture in the process of learning about another and hence may be in a better position to develop intercultural skills" (Byram & Fleming, 1998, p. 98). In this respect, class instruction should increase intercultural understanding, and students may better develop intercultural skills which in turn will help students learn the target culture.

However, intercultural competence can be seen as a threat to a learner's cultural identity because identifying with other's intentions and cultural meanings could imply losing one's own identity (Byram & Fleming, 1998). In spite of this aspect, according to Collier and Thomas, major aspects of identity are "framed, negotiated, modified, confirmed, and challenged through communication and contact with other" (Collier & Thomas, in Byram & Fleming, 1998, pp. 117-118). Therefore intercultural situations in foreign language learning

classrooms should be seen as offering options for effective identity negotiations vis-à-vis target culture practices and beliefs (Ting-Toomey, 1993).

Meyer defines foreign language learning as "the ability of a person to behave adequately in a flexible manner when confronted with actions, attitudes and expectations of representatives of foreign cultures" (1991, p. 141). Accordingly, learning materials should raise learners' awareness of intercultural issues and enable them to communicate effectively and appropriately in a variety of communicative contexts.

Culture in the Classroom

It is a growing realization among educators that teaching and learning in the classroom take place within a matrix of more general sociocultural practices (Hinkel, 1999). The primary concern for educators should be the patterns of social interaction among students and between teachers and students; expectations on how teaching and learning should take place; and cultural-social-historical placement of teaching and learning within society (Hinkel, 1999).

Classroom culture refers to the complexity of attitudes and expectations which shape learners'

sociocultural personalities in the classroom, and their interaction with their language study (Tudor, 1996). Tudor (1996) adds that this concept incorporates aspects of learners' national or regional cultures, and it is also influenced by the social, economic and ideological climate, as well as by the peer group or sub-culture to which the learners belong. In this point of view, teachers have a responsibility for teaching social interactive patterns, cultural values, and other aspects of subcultures.

Crosscultural Learning in the Classroom. Teachers should take into consideration negotiating and mediating tensions between students' different cultural patterns. Freedle and Hall suggest that "the different systems of values and behaviors prevalent in various cultures cannot necessarily be placed on an evaluative scale wherein those of one are deemed better than the other" (1975, p. 13). Language teachers should be aware of this aspect to prevent cultural conflicts among people from other cultures when they teach crosscultural communication. ESL/EFL instruction needs to pay more attention to crosscultural understanding in order to develop practical classroom strategies which overcome cultural barriers

(Pfister & Poster, 1987). Teachers should help students develop respect for other cultures (Dresser, 1993).

Bilingual Education. Although intercultural understanding is vital in all ESL/EFL contexts, crosscultural understanding has special importance in ESL teaching within bilingual classrooms. Teachers who develop students' first language and culture help students to achieve academically and to become contributing members of America's complex, multilingual and multicultural society (Freeman & Freeman, 1998). Freeman and Freeman (1998) explain that teachers who support students' bilingualism know that their students can contribute positively to a world where more bilingual people will be needed in the workplace.

Krashen (1996) develop several reasons for bilingual education: (1) students can learn academic content and skills in their first language while they proficient in English; (2) there are better home/school connections; (3) it is more practical to learn two languages due to more job opportunities; (4) bilinguals are more cognitively flexible; (5) competent bilinguals have pride about themselves and their cultures.

. Consequently, students' cultures and languages must

be welcomed in the classroom. This will help students develop English at the same time. It is imperative to teachers that they should help students to retain pride in their culture and their bilingual ability.

Cultural Activities in the Classroom. There are several activities that can help students' cultural learning. Having students discuss and describe similarities and differences in different cultures presents a perfect opportunity to learn about their classmates' background and developing respect for one another's culture (Dresser, 1993). Multicultural drama group activity is a crosscultural learning experience as well because actors from different cultures work closely together (Smith, 1955). Many ESL/EFL classrooms consist of multicultural groups. Smith (1995) mentions that crosscultural adaptation will be employed when such activities are molded into a harmonious performing ensemble. Moreover, study of cultural differences should be done with care and sensitivity (Honig, 1992).

English in the Content of Korean Culture

Koreans were first exposed to Western culture and English through Western missionaries who started schools and hospitals in Korea at the end of nineteenth century.

Koreans study English as the main foreign language in Korea. However, Korean teachers used to focus on the rules of English grammar and reading comprehension, not English conversation and composition. But recently, Korean government has emphasized the teaching of spoken English due to very lack of practical usage of English in real situations such as the international business setting. Hence, teachers are paying much attention to oral skills development of students.

Incidentally, learning about traditional Korean values, such as avoiding eye contact with elders, will help native teachers to assess and interpret students' behavior accurately (Honig, 1992). Without having knowledge of students' culture, especially in second language learning classroom, there would be misunderstanding by teacher of the way students respond and behave.

Remedies For Crosscultural Misunderstanding

To develop positive crosscultural communication abilities in ESL students, it is important that they learn about cultural differences in speech conventions, ways of structuring arguments, and cultural assumptions and interaction patterns (Robinson, 1985). Robinson

concludes that "to the extent that such knowledge increases one's familiarity with, and expectations of, another person's communication style, it should lessen perceptual mismatch and decrease misunderstanding due to actual cultural dissimilarities" (1985, p. 62).

Teachers might argue that it is difficult to be objective about another culture if people do not have complete information about the values and customs of other cultures (Dresser, 1993). However, once negative impressions are formed, it will be hard to remedy misunderstandings of target culture information. Due to this, teachers should try to develop principles to create positive perceptions and affiliations with people from different cultures (Robinson, 1985).

Culture reflects how people have lived, what their ways of thinking are, and how they have related to other cultures. These are encompassed in language and further in communication. Language cannot be taught without understanding culture because culture is deeply rooted in the language, as many researchers have explained.

Classroom teaching of a second language must incorporate teaching of the culture in order for ESL/EFL students to learn the target language efficiently and

effectively. Furthermore, cultural teaching should include intercultural and crosscultural understanding, which will help students to obtain knowledge and a sense of the diverse and complicated cultures that they will encounter when they communicate with people from different cultures.

Critical Thinking

Critical thinking, although an essential part of education, is often neglected. Critical thinking is a crucial and elemental skill to acquire, both for academic and non-academic purposes. Traditional patterns of instruction in many school systems do not assist in helping students develop interpersonal skills and learn how to think critically (Adams & Hamm, 1990). However, a growing number of educators and leaders in various professions, businesses, industries, and politics are now urging the development and implementation of new approaches, principles [methodologies] and materials [programs] to overcome this negligence.

Critical thinking is a social practice (Atkinson, 1998). The nature of social practice is what makes people functional in a society, allowing them to live smoothly and efficiently (Atkinson, 1998). One can benefit from

thinking critically not only in the classroom as a student but also in everyday life as a citizen, as a consumer, as a parent, or any other role taken within a context. This is because, according to Kurfiss (1988), critical thinking can result in a decision, a speech, a proposal or experiment, a document (like a position paper), or a new way of approaching significant issues in one's life and a deeper understanding of the basis for one's actions. Also, according to Ruggiero (1984), the quality of one's schoolwork, one's effort in one's career, one's contribution to community life, and one's conduct of personal affairs will all depend on one's ability to solve problems and make decisions. Thus, schools should foster critical thinking as part of the intellectual skills development of students, especially in the area of problem solving.

Critical thinking also improves one's discourse competence. Students need to develop discourse competence both for their studies and also for their social lives. "Recognition of the theme or topic of a paragraph, chapter, or book, or getting the gist of a telephone conversation, poem, television commercial, office memo, recipe, or legal document requires discourse

competence" (Savignon, 1983, p. 38). By enhancing discourse competence through critical thinking, students can increase their communicative competence.

Accordingly, critical thinking skills should be incorporated into second language learning courses so that students can learn a second language and at the same time learn to think critically using the language. In this way, students can acquire not only the language skills but also the ability to think critically as to when and how to apply those language skills in the real world.

Definition of Critical Thinking

The word critical comes from the Greek word *critic*, which means to question, to make sense of things and people, and to be able to analyze them (Chaffee, 1985). Also, according to Chaffee (1985), critical activities help a thinker to reach the best possible conclusions and decisions.

McPeck explains that critical thinking refers to "a certain combination of what we might think of as a willingness, or disposition (or attitude), together with appropriate knowledge and skills, to engage in an activity or problem with reflective skepticism" (1990, p.

22). In this respect, having relevant knowledge and understanding is essential to learning to think critically. Asking appropriate questions about what has been or is being heard, read, or viewed is one of the keys to develop critical thinking. Kurfiss (1988) reports that students often fail to use knowledge to analyze new problems. "Developing mature thinkers who are able to acquire and use knowledge means educating minds rather than training memories" (Adams & Hamm, 1990, p. 37). However, knowledge acquired by rote memorization is not helpful to solving unfamiliar or complex issues. Knowledge must be well understood, organized and accessible to be useful to the learner (Kurfiss, 1988).

Critical thinking includes the thought processes involved in problem solving and active engagement in certain activities, not merely referring to the assessment of statements (Kurfiss, 1988). Critical thinking is dependent upon and works in conjunction with these types of thought processes. More specifically, critical thinking is a form of problem solving, but the major difference between the two is that the goal of critical thinking is to "construct a plausible representation of the situation or issue that could be

presented in a convincing argument," while the goal of problem solving is to find and execute a solution (Kurfiss, 1988, p. 33). This illustrates that critical thinking is closely associated with problem solving. Furthermore, Kurfiss argues that critical thinking requires intrinsic motivation of which key factors are curiosity, challenge, and fantasy (1988). These three are affective factors that foster motivation for critical thinking when students perceive a situation as a problem to solve.

Paul, Binker, and Weil (1990) define critical thinking as the art of taking charge of one's own mind. When one can do that, one can take charge of one's life; one can improve and bring one's life under one's self-command and direction (Paul, Binker, & Weil, 1990). Critical thinking aids in the interpretation of complex ideas, the ability to distinguish between reasonableness and unreasonableness, and the skill of appraising the evidence offered in support of arguments (Ruggiero, 1984).

The Qualities of Critical Thinking. Chaffee (1985) explains that thinking critically means making sense of ones' world by carefully examining ones' thinking and the

thinking of others in order to clarify and improve ones' understanding, and suggests the following six qualities of critical thinking: thinking actively, thinking for oneself, carefully exploring a situation or issues, being open to new ideas and different viewpoints, supporting ones' views with reasons and evidence, and lastly being able to discuss ones' ideas in an organized way.

Critical Thinking and Creative Thinking

One can be proficient in a language only if he/she can demonstrate employing creative and critical thinking in the language. More specifically, "the learners must be creative in their production of ideas, and critically support them with logical explanation, details and examples" (Kablian, 2000, p. 1). Being able to think creatively and critically improves students' communication skills in both capability and capacity. Thus, teacher's role is crucial in providing a learning environment that induces and fosters creative and critical thinking for the foreign students.

Definition of Critical and Creative Thinking.

Critical thinking and creative thinking are natural human processes that can be amplified by awareness and practice (Adams & Hamm, 1990). Creative thinking can be defined

as the formation of possible solutions to a problem or possible explanations of a phenomenon, whereas critical thinking is the testing and evaluation of these proposed solution (Moore, McCann, & McCann, 1985). Hence, both types of thinking are essential in human mental activities and they work in conjunction with each other.

The Relation between Critical and Creative Thinking.

O'Keefe (1986) asserts that creativity is related to intelligence: solving scientific problems, expressing oneself through art, and thinking critically in general all depend on rethinking in creative, innovative ways. According to Glaser (1991), imagination also plays a fundamental role in the ability to think critically. Consequently, it is important for teachers to involve students in imaginative activities while criticizing (critiquing, evaluating, appraising) them at the same time. Therefore, critical thinking and creative thinking may not be the same but should not be considered as discrete or independent from one another. In sum, effective thinking is both creative and critical (Moore, McCann, & McCann, 1985).

Problem Solving, Decision Making, and Group Discussion

Methodology

Problem solving, decision-making and group discussion activities are the avenues for students to learn to voice their opinions, views, and beliefs. These activities also reinforce the creative and critical thinking needed to deal with real situations and real problems that mimic the real world. Acquisition of these skills usually depends on a combination of deep subject matter expertise and general strategic knowledge (Adams & Hamm, 1990).

Problem Solving and Decision Making. Nixon-Ponder (1995) illustrates five steps in problem solving: describing the content of discussion, defining the problem, personalizing the problem, discussing the problem, and lastly discussing the alternatives of the problem. Likewise, Wellington & Wellington (1960) identified five phases in the problem solving process: anxiety, definition, research, hypothesis, and appraisal. Also, Stice (1987) argues that a positive and active attitude is crucial in problem solving because people with such attitude consider problems as a challenge, an opportunity for new experience, an enrichment of the

repertoire of tools for thinking, and a learning experience.

For decision making, the following three steps are recommended (Mirman & Tishman, 1988): finding creative options to the situations or problems, listing reasons for and against the most promising options, and making a careful choice out of list of reasons.

Group Discussion. Values of group discussion include students' involvement and interaction as they share different perspectives. Through discussion, the learners tie a task to others in their experiences (Black, 1987). And, together, students learn to consider what information to seek and the best ways to order the questions (Golub, 1986). An additional value of group discussion is that strategies learned in groups are transferred to the individual students working alone (O'Keefe, 1986).

To achieve highly effective learning, students need to discuss not only their thoughts but also their ways of thinking with other students, compare what they have learned and experienced, and analyze them in different perspectives.

Strategies of Critical Thinking

According to Rooks (1981), the following are strategies of critical thinking: thinking independently; developing intellectual perseverance; developing one's perspective, clarifying issues, conclusions, or beliefs; evaluating the credibility of sources of information; questioning deeply; analyzing or evaluating arguments and actions; generating solutions; comparing and contrasting ideals with actual practice; examining assumptions; and reasoning dialogically.

In addition to being strategies of critical thinking, the following are more specifically affective and cognitive strategies.

Affective Strategies. There are several strategies that provide effectiveness in thinking critically: developing insight into egocentricity or sociocentricity; exercising fairmindedness; developing intellectual humility, good faith and integrity, suspending judgment; and developing confidence in reason (Paul, Binker, Jensen, & Kreklau, 1990).

Cognitive Strategies with Macro-Abilities. A number of strategies help to develop critical thinking cognitively. These strategies need much time and effort

to be effective. These are as follows: refining generalizations and avoiding oversimplifications; comparing analogous situations; developing criteria for evaluation; clarifying and analyzing the meanings of words or phrases; making interdisciplinary connections; and reading and listening critically (Paul et al., 1990).

Cognitive Strategies with Micro-Skills. Some strategies of critical thinking help to improve critical thinking in cognitive aspects with more specific, or "micro" approaches. These are as follows: thinking precisely about thinking; noting significant similarities and differences; distinguishing relevant from irrelevant facts; recognizing contradictions; and exploring implications and consequences (Paul et al., 1990).

These strategies elaborate the power of critical thinking and offer fundamental approaches to develop students' critical thinking abilities.

Critical Thinking and Speaking

Critical thinking should be fostered along with language and communication skills (Huizenga & Thomas-Ruzic, 1992). Communication activities need to be designed to immediately engage students in thought-provoking interaction (Carlisi & Christie, 1994). Such

activities include negotiation, simulation, debate, role-playing, brainstorming, response and feedback, values clarification, reporting and others (Carlisi & Christie, 1994).

According to O'Keefe (1986), oral communication improves not only students' facility with language but also in grappling with ideas. He further explains that speech activities, drama and discussion exercises are helpful to promote the capability for abstract thinking because they allow students to sort through their own understanding of the world while exposing them to the worldviews of their peers (O'Keefe, 1986).

O'Keefe (1986) summarizes two important functions of speech: the first is interpersonal or relational, in which people communicate with others, and the second is intrapersonal or ideational, in which people communicate with themselves. Therefore, in teaching a language, effective speaking corresponds with the first function; whereas critical thinking development corresponds with the second.

Teaching Critical Thinking

Teaching critical thinking is hard work for a teacher. However, critical thinking is one of the

essential components of the ESL/EFL students' speaking curriculum. So the teacher should make substantive efforts to develop critical thinking with authentic and effective approaches.

The Teacher's Role in Teaching Critical Thinking.

Teaching critical thinking is a cognitive activity and, therefore, the teacher's knowledge in communicating the subject matter to students is important (Grant, 1988). Black (1987) identified four cognitive skills that are basic to critical thinking: similarities and differences, sequences, classifications, and analogies.

Learning to think critically is learning when to question something and what sorts of questions to ask (McPeck, 1981). Teachers need to develop questioning strategies that challenge students' thinking and optimize cognitive growth (Beamon, 1991). Teachers should also help students clarify their thoughts by rephrasing or asking appropriate questions.

Critical thinking requires practice, and practice is essential both for understanding the techniques fully and for developing skill in applying them (Moore, McCann, & McCann, 1985). Teachers should encourage students to think critically as part of their natural approach to any

situation, both in and out of the classroom.

However, as discussed earlier, critical thinking alone is not sufficient. O'Keefe asserts that "the best way to encourage effective thinking is to set up an environment in which it is all right to take chances, to experiment, and to make mistakes" (1986, p. 3). To learn to think creatively and critically, the classroom climate should be built upon acceptance, interaction, and expectation (Beamon, 1991).

Critical thinking development may well be one of the most difficult aspects to teach for ESL teachers.

Activities for Critical Thinking. Smith and Rawley (1997) suggest using commercials in the classroom to teach students to be "critical consumers who can make thoughtful judgments about the products and services they see advertised" (p. 100). They explain that commercials are short, to the point, and tell complete stories, so that "they are good vehicles for the introduction and practice of such critical thinking skills as sequencing, predicting, making associations, and seeing cause and effect" (p. 100). Students become aware of the role that critical thinking should play in their lives when they are exposed to the psychological hooks present in TV

advertising (Golub, 1996).

. Language teaching is teaching how to think as well. Activities such as drama and discussion provide appropriate environments for students both to apply the speech skills they have learned and also to exercise critical thinking, thereby practicing their language skills while sharpening their perceptions and insight. It is imperative to provide a classroom environment that encourages or even imposes the development of critical thinking abilities for learning the English language and its role in English-speaking societies. Together with practices such as drama and discussion that reinforce and encourage critical thinking at work, ESL teachers can build a learning system with a very effective learn-and-apply cycle.

Moreover, critical thinking has strong cultural components: it is a voice, a stance, a relationship with texts and family members, friends, teachers, the media, even the history of one's country (Atkinson, 1997). Developing critical thinking not only entails much effort but also requires the students to actually practice and implement the learned skills in other aspects of their lives than attending the language course. It will

accelerate the critical thinking of students and ultimately it will help them to move closer to achieving communicative competence.

Speaking (Communication) Strategies

Due to their lack of proficiency in the English language, most foreign students probably have experienced frustration, confusion, misunderstanding and even feelings of rejection while living in the United States. Speaking proficiency, among the language skills, seems especially difficult to attain.

Learning to communicate effectively in a language is much more difficult than learning to speak the language. This is because learning to communicate in a language entails learning the culture behind the language, recognizing the subtle differences in different speakers, and developing social perspectives. Littlewood (1981) posits that the most efficient communicator in a foreign language is not the person who is best at manipulating its structure, but the person who is most skilled at processing the complete situation involving oneself and one's hearer, taking account of what knowledge is already shared between them, and selecting items which will communicate a message effectively. Thus, effective

communication is considered difficult even for the native speakers of a language.

Learning to speak a new language is more than learning to read and write in the language. The good language learner has a strong drive to communicate, or to learn from communication, and monitors his or her own speech and speech of others (Willing, 1991).

Definition of Communication Strategy

Communication strategy is "a deliberate attempt to express meaning when faced with difficulty in the second language" (Gass & Selinker, 1994, p. 181). As for the notion of communication strategies, most researchers include three in the concept of communication strategies. The first is problematcity. Oral communicant must recognize a problem and a breakdown in communication. One must observe or monitor the problem in order to plan a solution. One may use metacognitive strategies which mean centering, arranging and planning, and evaluating one's learning, for finding a solution when a breakdown in communication occurs (Oxford, 1990). The second component is consciousness. The conversant must be aware of doing something to overcome the problem. The last component is intentionality. The language user must take

control over various options and make choices (Gass & Selinker, 1994). It is difficult to know just how conscious and intentional the use of strategies really is. However, one must assume that strategies can be taught and learned.

The Role of Strategies in Communicative Language Learning

To support the conscious or even unconscious use of strategies, communicative language teaching should explicitly teach speaking strategies. In interactive speaking activities, the goals for the students are improving participation, interaction, fluency, confidence, and communication strategies (Bowman, Burkart, & Robinson, 1989). Students' active participation is a basic prerequisite in learning. To have students actively participate, teachers need to make classes fun, exciting, and comfortable, so students can express their feelings and opinions in English. Verbal interaction with teachers and peers helps students to clarify their thinking and introduces them to new perspectives that facilitate reflection and innovative thinking (Simich-Dudgeon, 1998).

Bowman, Burkart, and Robson outline communicative language teaching as follows (1989): meaningful

communication is the central feature; grammar rules are explained when necessary; translation is used when necessary; pronunciation is comprehensible; sequencing of lessons and balancing of language skills are followed according to learners' needs; the teacher facilitates student-to-student interaction; and errors are part of the learning process.

Sansom-Moorey (1997) asserts that language learning is best accomplished through a communicative, interactive process. In support, research suggests that talk is a major means by which learners explore the relationship between what one already knows and new observations or interpretations that one encounters (Simich-Dudgeon, 1998).

Authentic Language. Language is an interpersonal activity that has a clear relationship with society concerning the use (function) of language in both its linguistic context and its social or situational context (Galloway, 1993). In this view, communicative language teaching should make use of real-life situations that necessitate communication. Likewise, Littlewood explains that communicative language teaching pays systematic attention to functional as well as structural aspects of

language, combining these into a more fully communicative view (1981). The primary focus in the communicative language teaching has been "the elaboration and implementation of programs and methodologies that promote the development of L2 functional competence through learner participation in communicative events" (Celce-Murcia, Dornyei, & Thurrell, 1997, p. 142).

Limitations of the Communicative Approach.

Although the communicative approach can add fun and excitement to classes, there are some drawbacks when it overused. Schoenberg (1999) explains the problems as follows: it is difficult to assess what students have learned; it is hard to improve accuracy without focusing on form and teaching it explicitly; and, it has the issue of planful learning because most people learn best and efficiently when they know what they are trying to learn, focus on it, and practice it, according to linguists and cognitive psychologists.

The Direct Strategies

Direct strategies means language learning strategies directly involving the target language (Oxford, 1990). There are three groups of direct strategies: memory, cognitive, and compensation strategies (Oxford, 1990).

Oxford explains those strategies as follows: memory strategies help students store and retrieve new information; cognitive strategies enable learners to understand and produce new language by many different means; and compensation strategies allow learner to use the language despite their large gaps in knowledge. Memory strategies include creating mental linkages, applying images and sounds, reviewing well, and employing action; cognitive strategies fall into four sets: practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output; and compensation strategies involve guessing intelligently and overcoming limitations in speaking and writing (Oxford, 1990). These strategies will be applied not only speaking but also other language skills, and eventually will help to achieve communicative competence.

The Indirect Strategies

Oxford mentions that indirect strategies support and manage language learning without directly involving the target language (1990). Indirect strategies are divided into three kinds: metacognitive, affective, and social strategies (Oxford, 1990).

. He describes that metacognitive strategies help

learners to arrange and plan their language learning in an efficient and effective ways. These include organizing, setting goals and objectives, considering purpose, and planning for a language task. Affective strategies assist to regulate emotions, motivations, and attitudes. These are comprised of three main sets of strategies which are lowering one's anxiety, encouraging oneself, and taking one's emotional temperature. Social strategies help students learn through interaction with others. These include asking questions, cooperating with others, and empathizing with others. These indirect strategies working in concert with direct strategies provide a powerful and rich support to language learning effort, especially speaking skill.

Various Speaking Strategies

There are a number of speaking strategies that can be used in ESL/EFL classroom. The following are various authentic speaking approaches that ESL/EFL teachers need to incorporate in classroom in order to develop students' speaking (communication) abilities.

Talking in Pairs as a Warm-up. As a warm-up fluency practice, teachers can have students work in pairs, asking each other questions about their personal views

and experiences (Blasky & Chafcouloff, 1985). Teachers can provide model questions and have students elaborate on them. These practices, as students continue to perform, help them eventually become ready for free discussion.

Choosing the Topic of Conversation. Students will be more in control and can feel more confident as teachers encourage them to take initiative and select the topic of conversation (Bowman, Burkart, & Robinson, 1989). Students will be more challenged and participate more actively in the conversation when they talk about topics that are interesting and familiar to them. In addition, allowing learners' choices in deciding what to do and how to do opens to them the possibility of planning and monitoring learning (Nunan, 1989).

Using Authentic Materials. In order to help students achieve communication goals, learning resources should include authentic materials that reflect the language at work in daily life; for example, newspapers, magazines, information about entertainment, business, employment, food, holidays and celebrations, artworks reflecting the culture of America (BC MOE, 1999). Community resources involving authentic materials can

enhance language acquisition and provide incentives [enticement, motivation, stimuli] to communicate in an English-speaking community (BC MOE, 1999).

Frequent Speeches. To practice effective speaking, every lesson should be designed for an oral response, and teachers should make an environment where every student speaks every day (O'Keefe, 1986). Also, students need to have a variety of speaking experiences such as formal speeches, informal conversation, drama, discussion, and so forth.

Group Discussion. Through group discussion, students practice presenting and supporting ideas with reasons, facts, and examples. Students also practice describing, explaining, requesting/providing information, persuading, and agreeing/disagreeing. As they practice further, students can improve their communication skills in breadth as well as in depth. Hence, group discussion is appropriate for intermediate and advanced levels. However, one of the most important principles of group discussion is equal participation and, therefore, as group members, everybody should take responsibility for successful group interaction (Matthews, 1994).

Feedback. Teacher-learner and learner-learner feedback increase learners' speaking opportunities and provide an opportunity for real communication (Lynch, 1996). To be effective, feedback has to be done in the middle of the action, and this requires practice as well as patience (O'Keefe, 1986).

Paraphrase. Teachers should encourage students to use words that they know to replace words they do not (Bowman, Burkart, & Robson, 1989). While communicating, foreign students are likely to face breakdowns at times because of the lack of fluency in English, especially when they cannot come up with exact words or expressions matching what they want to convey. Here, paraphrasing can help them carry on the conversation without losing the flow of exchange of ideas and meanings by using alternate words and expressions.

TPR (Total Physical Response) Storytelling. TPR is a coordination of speech and action—a language teaching method that was physical activity. In this activity, the teacher asks students to perform a certain action or act out an event (Terrell, 1983). In TPR, generating comprehensible input such as preparing to speak, mime,

draw, gesture, or use real objects to get the meaning across is important draw, gesture, or use real objects to get the meaning across is important (Bowman, Burkart, & Robinson, 1989). These methods may be practically useful at the beginner level.

Storytelling is an exciting and powerful tool for self-expression (Simich-Dudgeon, 1998). Also, it is a versatile means of developing verbal-interaction skills as well as listening, reading, and writing (Simich-Dudgeon, 1988).

Moreover, TPR storytelling forms the bridge between simple vocabulary acquisition and production of sophisticated language in a fully communicative approach (Marsh, 1997). Marsh further illustrates a sequence of steps in TPR storytelling as follows (1997): first, use TPR to teach vocabulary; second, students produce and practice vocabulary words; third, the teacher presents a mini-story and students retell and revise the mini-story; fourth, the teacher presents a main story and students retell and revise the main story; and lastly, students use vocabulary to create original stories and act out and share their original stories.

Oral Interviews. Oral interviews enable students to practice describing and giving information and opinion in words. They also practice asking and answering questions. This practice is for all levels.

Reduce. The longer the sentence is, the more complicated is the meaning. In English, a high value is placed on clear, straightforward expression and simplicity of speech (Bowman, Burkart, & Robinson, 1989). Thus, students need to learn to reduce unnecessary words and expressions in their spoken or written sentences.

Slow Speech. It is often helpful for both native speaker and ESL students to speak slowly when either one of them cannot understand the other. ESL students need to learn to ask the native speaker to slow down when needed, especially when they cannot follow what is being said.

Pauses and Repeats. Pauses and repeats can indicate hesitation or thinking. These serve the function of planning speech, or gaining speaker time at a lexical selection point (Farch & Kasper, 1983). Students need to learn to use pauses and repeats appropriately to convey meaning more effectively.

Affective Communication. Affective communication is "the communication in which the message is the emotional feeling of the speaker toward a listener" (Condon, 1975, p. 102). Although the nonaffective communication may be fair, sincere, and honest (Condon, 1975), communication can become unapproachable or mechanical when the other party in the conversation does not expect nonaffective communication. Thus, teachers should have the students be aware of and appreciate the affective aspect of communication so that they can appropriately use the affective/nonaffective communication to convey their emotional states more effectively.

Small Talk. One of useful conversation skills is to make small, casual, or light discussion of everyday issues. Practicing small talk can improve students' speaking skill by making them feel more comfortable with the other party. Small talk is especially important at work and school because it helps establish a friendly atmosphere and keeps relations smooth (Matthews, 1994).

Improvisations/Role Plays/Simulations.

Improvisations and other types of role play encourage the students to interact actively. Students are to ask for or give information, request assistance, agree or

disagree, provide or evaluate an opinion, give advice or directions, persuade, encourage, make suggestions and so forth to actively engage in interactive communication.

Creative Language Practice. Students should let their imagination and creative abilities function as fully as possible within the limits of their level of linguistic competence, which will build flexibility, fluency, and strategic competence along with speaking skill (Hadley, 1993). The elaboration and expansion of ideas and thoughts induced by this practice help students reach a higher level of language proficiency.

Correcting. Students need to learn how to make corrections when the other party in communication misunderstands him/her. Leshinsky (1995) suggests several conversation strategies as correcting exercises: asking questions, using appropriate wording, paraphrasing to clarify meaning, giving extended answers, and talking about what is heard.

Asking and Answering Questions. Knowing how to ask and answer questions is a basic skill the students need to learn to communicate in English. Teachers need to have the students acquire the following skills for asking and answering questions for effective communication

(Kozyrev, 1998): assess the appropriateness of the question; plan some of the questions ahead of time in a formal situation; before speaking, review a question's intonation and word order; begin to answer the question in three seconds; make a sound or gesture if more time is needed to answer the question; ask the question in the students' own words or ask the person to restate or rephrase the question; and check with the listener to make sure that he/she understands the question.

Audio-Visual Strategy. New language should be presented in a manner that minimizes the need for translation and explanation; audio-visuals are required to achieve this aim (Smith, 1981). Moreover, a properly structured audio-visual learning situation can make a varied, practical, and unique contribution to foreign language learning. Smith (1981) introduces the four steps in audio-visual communicative approach: presentation (overview), explanation, repetition, and transfer.

Computer-Assisted Language Learning (CALL). CALL demonstrates that the computer can serve a variety of uses in language teaching. The computer can serve as a global communications system. Computers can provide

language learners with a communication means, such as the Internet, that is available for instant communication with each other virtually anywhere and at any time. This computer-based communication can either be asynchronous as in electronic mail (e-mail), which allows each participant to compose messages at their convenience in time and pace, or be synchronous as in MOOs, which allow people all around the world to have simultaneous conversations via the computer keyboard (Warschauer, 1996). Thus, students can practice communication in one-to-one or one-to-many way with the computer-based communications.

Natural Order of Strategies. Chesterfield and Chesterfield (1985) found a natural order of strategies in the language development of a second language learner. These incorporate sociolinguistic, discourse, and strategic factors that can be used to build students' competence. These strategies include the following: memorization, recalling by rote songs, rhymes, or sequences; formulaic expressions, using words or phrases that function as units, such as greetings; verbal attention getters, using language to initiate interaction; talking to self, engaging in subvocal or

internal monologue; elaboration, providing information beyond that which is necessary; appeal for assistance; and request for clarification.

Problems ESL Students Face

Typical problems ESL students face, according to Womack and Bernstein (1990), are the following: most ESL students tend to associate and communicate with those who share their own culture and language; informal speech differs greatly from written prose or formal speech; English words often mean different things in different contexts to different people; and many American slang words are not found in the standard dictionaries.

To improve fluency in speaking, teachers should encourage students to be willing to take risks, and find the ways of stimulating students (Dornyei, 1995). Teachers also need to provide a learning environment that induces self-confidence and motivation. Lastly, teachers should cultivate active listening and managing conversation as major skills in communication strategies (Bowman, Burkart, & Robinson, 1989).

Communicative language teaching must include various strategies so that students will have a repertoire of responses when problems arrive. Whether these are used

consciously or unconsciously is debatable. If they are conscious, there is some evidence that they divide in a natural order, making the process of teaching strategies vary by level (low level students may be learned before those that are used at higher level). Because there is no clear prescription for strategy teaching, much work is left to be done matching strategies with teaching materials.

CHAPTER THREE

A MODEL OF COMPETENCE IN COMMUNICATION APPLIED TO A SPEAKING CURRICULUM FOR ESL/EFL STUDENTS

The Salience of Communicative Competence

Among Communication Theories

The literature review (Chapter Two) documents that authentic speaking instruction in ESL/EFL classroom provides an important basis for building communicative competence. Developing communication competence is the ultimate goal for ESL/EFL students. It is helpful for instructors to have knowledge of various communication theories, especially communication competence, in order to develop useful speaking instruction.

Communication Theories

Among numerous communication theories prevalent today, I have determined that four basic theories are necessary and useful in order to understand communication in general: rhetoric, information, psycholinguistic theories, and communicative competence.

Communication science has developed from scholars who studied the role public speaking plays in society. Originally this was established as traditional rhetoric theory. From this rhetoric theory arose a series of

studies in the transmission of information. Information theory features a model where a sender attempts to transmit a message to a receiver. Shannon and Weaver helped to lay the foundation for an information theory approach to communication. Besides information theory, other communication theories have emerged. The most important one is psycholinguistic theory, which examines the role of psychology in linguistic transmission. The concept of communication competence derives from psychology, linguistics and other communication theories. However it goes beyond looking at language as individual behavior, but posits it as one of many symbolic systems that members of a society use for communication among themselves in their social contexts and setting (Savignon, 1983). This communication competence needs to be developed by combining four different concepts of competence below.

Communicative Competence

The model in Figure 3-1 presents four main communication theories. From these, communicative competence emerges as the theory with the highest ESL/EFL applicability. The model then reflects Canale and Swain's four categories of communicative competence in

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relation to the speaking process. A competent ESL/EFL speaker is considered as "one who knows when, where, and how to use language appropriately" (Diaz-Rico & Weed, 1995, p. 14). In other words, he or she needs to have four kinds of communication competence: grammatical, sociolinguistic, discourse, and strategic competence (Canale & Swain, 1980). Sociolinguistic competence is developed by crosscultural communication during the speaking process; discourse competence by critical thinking; and strategic competence by speaking strategies. These are essential components in achieving communication competence for ESL/EFL students. Therefore, speaking curriculum should be incorporated in the aspects of crosscultural understanding, critical thinking, and speaking strategies to develop competence truly in communication.

A Curriculum for Speaking

To develop communication competence as described above, three components of the speaking curriculum (see Figures 3-2a, 3-2b, and 3-2c) need to be taught in the ESL/EFL classroom: crosscultural communication, critical thinking, and speaking strategies. Different objectives and activities in each level of the speaking process

provide adequate content to both ESL/EFL students and teachers in developing communication competence. Students may evaluate themselves and practice their speaking ability based on these levels of the speaking curriculum. Teachers may employ these levels of the speaking curriculum when they build effective lesson plans and create appropriate exercises in teaching speaking at different levels.

Description of the Model in Figures 3-2a, 3-2b, and 3-2c

The various components of the speaking curriculum in the model presented in Figures 3-2a, 3-2b, and 3-2c are described by three levels: low, intermediate, and advanced level. This model, divided into various levels, presents how ESL/EFL students may take steps to achieve communication competence.

Low Level

Figure 3-2a displays the low level, the stage in which ESL/EFL students learn superficial aspects of target culture and society using basic skills of English proficiency. The teacher may give students direct teaching about crosscultural content, critical thinking, and appropriate speaking strategies.

In this stage, goals such as identifying values and

customs of the target culture, decoding basic nonverbal communication, and engaging in simple functions such as greeting and thanks help to initiate crosscultural communication for low-level students. Through identifying problems, making simple decisions, relating personal experiences in writing, and requesting information, students begin to practice critical thinking. TPR, simple feedback, picture-cued stories, simple roleplays, and repetition enable students to verbalize their thoughts and opinions using simple and easy speaking strategies.

Intermediate Level

Figure 3-2b shows the intermediate level of the speaking curriculum: at this level, students are more involved in target culture and society, employing higher and various strategies than low-level students. They also begin to monitor themselves more carefully during the speaking process.

Sharing knowledge, comparing and contrasting cultural differences, and comprehending nonverbal communication enable students to interact with people from the target culture. Analyzing questions, formulating creative and critical questions, providing

clarification, presenting new ideas and view points, and identifying the main idea allow students to analyze various topics during critical thinking. Oral presentations, interviews, paraphrasing, discussion, social conversation, and storytelling can be useful speaking strategies for the intermediate level.

Advanced Level

After becoming accustomed to the target culture, students actively engage in conversation with people of target culture at the advanced level. Students use advanced cognitive and speaking skills in communication.

Students extend their crosscultural understanding through managing conflict between their own and the target culture, explaining social and cultural traditions from multiple perspectives, and assimilating into the target culture. Summarizing literary pieces, applying new ideas and viewpoints and supporting them with good reasons and evidences, and self-evaluating enhance students' critical thinking in depth. Students use such advanced strategies as speaking comprehensively using standard English grammatical forms, sounds and intonation; persuading; informing; entertaining; using figurative and idiomatic expressions; and recognizing

appropriate ways of speaking based on purposes, audience, and subject matters.

In this chapter, I have presented a model which includes three levels of the speaking curriculum in order to assist ESL/ESL students to achieve communicative competence. I have created this model in the hope of contributing a practical resource to be utilized by teachers in their ESL/EFL classrooms. It is my belief that by applying this model in the ESL/EFL classroom setting, learning English will be interactive and fun.

Figure 3-1. Competence in Communication Applied to the Speaking Curriculum for ESL/EFL Students

Communication theories:

Rhetoric: Traditional descriptive public speaking	Information theory: Technical description of information exchange	Psycholinguistic theories: Role of psychology in linguistic exchange	Communicative competence: Authentic roles & contents for language usages
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ESL/EFL applicability

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Communicative Competence According to Canale and Swain (1980):

Grammatical competence: Having the skills & knowledge about the language code to speak & write accurately	Socio- linguistic competence: Producing & understanding language in different socio- linguistic contexts	Discourse competence: Combining & connecting utterance & sentences into a meaningful whole	Strategic competence: Manipula- ting language to enhance effective communica- tion
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(Students need prerequisite
grammatical proficiency)

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	Components of the Speaking Curriculum		
Levels of the Speaking Curri- culum	Crosscultural Communication	Critical Thinking	Speaking Strategies
	Low level	Low level	Low level
	Intermediate level	Intermediate level	Intermediate level
	Advanced level	Advanced level	Advanced level

Figure 3-2a. Components of ESL/EFL Speaking Curriculum by Level:
Low Level

Students will...

Components of the Process		
Crosscultural Communication	Critical Thinking	Speaking Strategies
<ul style="list-style-type: none"> • Recognize surface-level aspects of target cultures • Identify various values, beliefs, and customs of target cultures • Decode basic nonverbal communications (gestures and facial expressions) • Begin to engage in simple interpersonal functions such as greeting, farewells, thanks, and apologies 	<ul style="list-style-type: none"> • Identify problems • Make simple decisions • Relate personal experiences simply in writing • Respond with simple words or phrases to questions about simple written texts • Begin to request information using formulaic expressions and routines • Talk about or participate in a familiar activity using key words and phrases 	<ul style="list-style-type: none"> • Respond to TPR • Incorporate simple feedback • Use pause and repeat • Ask and answer questions using simple sentences or phrases • Use CALL to practice words or phrases • Request information using simple questions • Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases) • Employ picture-cued stories • Tell simple stories • Perform simple roleplays • Demonstrate comprehension of oral presentations and instructions through nonverbal responses

Figure 3-2b. Components of ESL/EFL Speaking Curriculum by Level:
Intermediate Level

Students will...

Components of the Process		
Crosscultural Communication	Critical Thinking	Speaking strategies
<ul style="list-style-type: none"> • Share knowledge with friends of target culture • Compare and contrast differences in native & target cultures • Recognize cultural differences in values, beliefs, and customs • Comprehend nonverbal communication factors such as tone of voice, accent, conversation, styles, gestures, and facial expressions • Begin to engage in conversations and transactions on familiar topics 	<ul style="list-style-type: none"> • Analyze simple problems • Make creative and critical decisions • Ask relevant critical questions • Compare and contrast contents • Generate new ideas and diverse viewpoints • Request information, provide clarification, or explain actions for concrete, content tasks • Discuss, describe, and react to a familiar activity using simple and varied sentence structure • Restate in simple sentences the main idea of oral presentations of subject matter content 	<ul style="list-style-type: none"> • Respond to messages by asking simple questions or by a brief restatement of the messages • Prepare, ask, and respond to basic interview questions • Prepare and deliver short oral presentations • Ask and answer questions using phrases or simple sentences • Apply affective communication methods • Use pause and repeat • Practice small talk • Correct mistakes • Use CALL to practice sentences • Perform improvisation • Orally communicate basic needs (e.g., "Do we have to ____?")

Figure 3-2b. Components of ESL/EFL Speaking Curriculum by Level:
Intermediate Level (cont'd)

Students will...

Components of the Process		
Crosscultural communication	Critical Thinking	Speaking Strategies
	<ul style="list-style-type: none"> • Listen attentively to stories/information and identify key details and concepts using both verbal and nonverbal responses • Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content 	<ul style="list-style-type: none"> • Discuss in group • Paraphrase • Tell stories with various topics • Restate execute multi-step oral directions • Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information

Figure 3-2c. Components of ESL/EFL Speaking Curriculum by Level:
Advanced Level

Students will...

Components of the Process		
Crosscultural Communication	Critical Thinking	Speaking Strategies
<ul style="list-style-type: none"> • Share knowledge across intercultural boundaries with native speakers • Assimilate into target culture society • Manage conflict between target cultures and own culture • Utilize cultural knowledge in conversations with speakers of target language • Adjust tone, volume, stress, and intonation for a specific situation 	<ul style="list-style-type: none"> • Prepare and deliver presentations/reports across content areas that include purpose, point of view, introduction, coherent transition and appropriate conclusions • Summarize literary pieces in greater detail, including character, setting, plot, and analysis • Respond to messages by asking questions, challenging statements, or offering examples that affirm the message • Think innovatively • Apply new ideas and diverse viewpoints • Support own views and decisions with good reasons and evidences 	<ul style="list-style-type: none"> • Speak clearly and comprehensively using standard English grammatical forms, sounds, intonation, pitch, and modulation • Debate • Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information • Use CALL to practice paragraphs • Discuss in group interactively, taking turns in conversation • Identify strategies used by the media to present information for a variety of purposes (e.g., to inform, entertain, or persuade)

Figure 3-2c. Components of ESL/EFL Speaking Curriculum by Level:
Advanced Level (cont'd)

Students will...

Components of the Process		
Crosscultural Communication	Critical Thinking	Speaking Strategies
<ul style="list-style-type: none"> • Anticipate and refine behavior in response to novel nonverbal cues • Explain and justify social and cultural traditions from multiple perspective • Engage in conversations and transactions on a broad range of topics and personal interests at an abstract, philosophical level 	<ul style="list-style-type: none"> • Apply self-monitoring, self-correcting, self-evaluating, and a wide variety of cognitive strategies to extend and enhance content area knowledge • Analyze and debate about a variety of topics and activities, using complex sentences • Effectively use nonverbal and verbal cues to analyze and convey meaning • Describe and monitor one's own ability to make a connection between context and meaning 	<ul style="list-style-type: none"> • Use figurative language and idiomatic expressions to communicate ideas to a variety of audiences • Recognize appropriate ways of speaking that vary based on purposes, audience, and subject matter

CHAPTER FOUR: CURRICULUM DESIGN

Organization of Unit by Speaking Level

This curriculum includes three lessons. The unit consists of practical, social skills and interpersonal functions for ESL/EFL students. It also incorporates various useful language and expressions related to those functions. Each lesson is designed to establish three communication competences, which are sociolinguistic, discourse, and strategic competence, during the speaking curriculum in low, intermediate, and advanced levels. Three components of the speaking curriculum, which are crosscultural communication, critical thinking, and speaking strategies, are utilized and incorporated in each lesson.

Topics of the three lessons are as follows: "Meeting New People" at the low level, "Dating" at the intermediate level, and "Marriage" at the advanced level. The topic of each lesson is chosen according to practical language usage related to real-life issues. All these topics are intended to give students enjoyment in speaking, as well as cultural knowledge of the target language to arouse student motivation and interest. These selections have been chosen to reflect culture,

society and people of the target language, and compare and contrast them with students' cultures and societies. The level of language, content, activities and exercises, and text structure of speaking that are selected in each lesson, are intended to assist students to learn the speaking process in each level.

Each lesson includes different task chains accompanied by focus sheets and work sheets for each task. Some of the activities on the work sheets are used as an assessment. The tasks provided in each lesson match the speaking demands at the different levels. Each lesson plan features objectives, teaching procedures, task activities, and assessment. The purpose of each task is to build and enhance crosscultural communication, critical thinking, and communication strategies during the speaking process, and ultimately achieve competency in communication. In each lesson, appropriate and various strategies are instructed and practiced. Students apply these strategies while they practice speaking.

With the useful content and practices, students can not only learn language but also relate speaking to their lives. Students can also internalize and individualize

understanding and crosscultural knowledge, and become critical thinkers.

Contents of Lessons by Speaking Level

Each lesson follows the speaking curriculum according to the three levels introduced in Chapter Three: low, intermediate, and advanced. Table 4 explains the unit.

Low Level

Students at the low level lack both linguistic and speaking proficiency, so they should be educated using easy and simple approaches. Students practice basic interpersonal functions such as greeting, farewell, and thanks, using simple and easy expressions. This will help students to begin simple crosscultural communication with people from other cultures. In addition, while students share simple cultural knowledge with each other, they practice asking and answering questions, using simple sentences or phrases. During this practice, in order to develop critical thinking and speaking strategies, students practice making simple decisions and performing basic speech with a few words and sentences. Students and teacher also provide simple feedback to one another while they are engaged in the tasks. The content

in this level is easy to learn and designed for students to become interested and motivated for developing their speaking process.

Intermediate Level

Students at the intermediate level have more linguistic proficiency than low-level students, so that they can be involved in various approaches with more thought-involved content. By sharing knowledge with friends from other cultures through asking and answering questions, students recognize cultural differences in values, beliefs, and customs. By comparing and contrasting different cultures in groups, students can characterize their own culture and the target culture. Students also make decisions which involve more critical thinking. Students incorporate interactive feedback from the teacher and other students. While students are involved in each task, they learn and practice expressions to support intermediate social skill functions. Students deliver oral presentations, combining crosscultural understanding, critical thinking, and speaking strategies. As a result, students can increase communication competence through various activities, and continue to practice as they move to the

advanced level.

Advanced Level

Students at the advanced level feel much more comfortable in speaking. They actively participate in more extended social conversations in various topics with linguistic proficiency. Students practice speaking to achieve communication competence, utilizing more intricate and involved approaches. Students also employ cultural knowledge in crosscultural communication. Students are able to apply new ideas and different viewpoints, supporting their own views and decisions with good reasons and evidence while they analyze and debate with other people. Beyond using a variety of expressions, students are able to use figurative language and idiomatic and elaborate expressions to communicate ideas. Students have enough ability to monitor their speaking process, so that they can be competent speakers, sociolinguistically, critically, and strategically.

This curriculum employs simple yet useful speaking exercises to assist ESL/EFL students to attain three communication competencies, sociolinguistic, discourse, and strategic competence. The three lessons above are selected to accomplish these. The lessons are designed

to make learning to speak fun and practical. By selecting topics that are pertinent to all cultures, students can learn English interactively contributing their own cultures, ideas, and viewpoints. Learning English will then become more personal and in turn motivate the students to pursue higher levels of speaking competence.

Table 4-1. Curriculum Design

Levels of the Speaking Curriculum	Integration into Unit		
	Crosscultural Communication	Critical Thinking	Speaking Strategies
Communication Competence	Socio-linguistic Competence	Discourse Competence	Strategic Competence
Low Level: Lesson One	<ul style="list-style-type: none"> • Begin to engage in simple interpersonal functions • Recognize surface level aspects of target culture 	<ul style="list-style-type: none"> • Make simple decisions • Respond with simple words or phrases to questions about simple written task 	<ul style="list-style-type: none"> • Incorporate simple feedback • Ask and answer simple questions
Intermediate Level: Lesson Two	<ul style="list-style-type: none"> • Share knowledge • Recognize cultural differences in values, beliefs, and customs 	<ul style="list-style-type: none"> • Make critical decisions • Compare and contrast critical contents • Discuss and describe using simple and varied sentence structure 	<ul style="list-style-type: none"> • Prepare and deliver short oral presentation • Ask and answer questions using phrases or simple sentences
Advanced Level: Lesson Three	<ul style="list-style-type: none"> • Share knowledge across intercultural boundaries 	<ul style="list-style-type: none"> • Apply new ideas and different view points 	<ul style="list-style-type: none"> • Actively participate and initiate more extended

	<p>boundaries with native speakers</p> <ul style="list-style-type: none"> • Utilize cultural knowledge in conversations with speakers of target language • Explain and justify social and cultural traditions from multiple perspectives 	<ul style="list-style-type: none"> • Support own views and decisions with good reasons and evidences • Analyze and debate about a variety of topics and activities , using complex sentences • Prepare and deliver presentations across content areas that include point of view, introduction, purposes, and appropriate conclusion 	<p>extended social conversations</p> <ul style="list-style-type: none"> • Discuss in group interactively • Use figurative and elaborate language and idiomatic expressions to communicate ideas
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CHAPTER FIVE: ASSESSMENT

Purpose of Assessment

The purpose of speaking assessment is to evaluate and monitor students' speaking abilities according to the appropriate level of the speaking curriculum. The components of the assessment sheets provide the basis for evaluating students' speaking abilities. Based on these components, ESL/EFL teachers can build appropriate activities and exercises for their lesson plans. The outcome of assessment provides information about students' progress in speaking and evaluates the appropriateness of teacher's selection of speaking strategies.

Language learning is best accomplished through a communicative, interactive process (Sansom-Moorey, 1997). Standard English assessment in Korea is comprised of multiple choice and simple subjective questions, and listening test. However, the assessment does not include a speaking test. Perhaps, the absence of a speaking test is due to teachers in Korea not incorporating speaking strategies in their teaching. If English is taught without communicative strategies, students can hardly improve their speaking skills and hence never achieve

communicative competence. Because English is being taught without communication strategies in Korea, there is no need to have speaking assessments either.

Teachers should teach English incorporating speaking approaches, and create speaking assessments to measure students' speaking abilities. These assessments should be flexible and diverse in order to examine students' speaking processes more accurately.

Speaking assessment in this project measures speaking proficiency, which involves crosscultural understanding, critical thinking, and using various and appropriate speaking strategies in different circumstances.

Building an effective speaking assessment is as important as teaching effective speaking skills because it helps to identify students' needs, monitor their speaking progress, and establish a good curriculum for developing speaking proficiency.

Design of Speaking Assessment

In this project, I employ various speaking strategies and components of the speaking curriculum (see Figures 3-2a, 3-2b, and 3-2c) that can be used to assess students' speaking ability. The use of the assessment is

flexible, so teachers can assess students' activities and performance from multiple perspectives.

Based on their levels of speaking, students will be assessed according to how they apply approaches of crosscultural communication which will support their sociolinguistic competence; how they utilize critical thinking skills which will improve their discourse competence; and how they employ and manipulate effective speaking strategies which will enhance their strategic competence.

For low-level students in this project, the teacher evaluates their speaking abilities based on conducting the following tasks: participating in a group, making simple decisions, using various expressions appropriately on focus sheets, identifying other cultures, performing a simple speech, and carrying on a conversation.

The teacher assesses the speaking ability of intermediate-level students according to their abilities to perform speeches, present appropriate ideas and opinions, make critical decisions using comparing and contrasting, and discuss in groups employing higher and more various expressions from the focus sheets.

. The teacher measures the speaking proficiency of

advanced-level students while they work on their tasks. The teacher observes students discussing interactively, using elaborate and idiomatic languages and expressions, analyzing and debating, applying new ideas and different viewpoints, and performing presentations.

Valid and effective speaking assessment is the key to building appropriate speaking instruction at each level and helps to achieve competence in communication. As discussed earlier, if the use of speaking activities is carefully incorporated by level into the curriculum, it will provide the basis for developing speaking competence for ESL/EFL students.

APPENDIX: UNIT OVERVIEW

Lesson Plan One: Meeting New People

Lesson Plan Two: Dating

Lesson Plan Three: Marriage

Lesson Plan One: Meeting New People

Target Level	ESL/EFL College Low Level
Objectives	<ol style="list-style-type: none"> 1. To learn verbal expressions to support basic social skills and interpersonal functions 2. To talk about classmates' cultures related to their names 3. To practice conversation using interpersonal functions such as greetings, farewells, and thanks.
Materials	Focus Sheet 1.1.1, Focus Sheet 1.1.2, Work Sheet 1.2.1, Work Sheet 1.3.1, Assessment Rubric 1.4.1
Warm-up • Strategy: Simple feedback	Teacher asks students whether they have had experiences of making friends from different cultures. The whole class shares their experiences.
Task 1: Learning expressions to support basic social skills and interpersonal functions • Strategy: Asking simple questions	<ol style="list-style-type: none"> 1.1 Teacher distributes Focus Sheets 1.1.1 and 1.1.2 to each student. 1.2 Students form small groups and learn together the expressions on Focus Sheets 1.1.1 and 1.1.2 by asking questions of each other. (Students can use dictionaries if necessary.) 1.3 Teacher checks students' understanding of the expressions on Focus Sheets 1.1.1 and 1.1.2. by asking and answering questions.
Task 2: Learning about classmates' cultures related to their names • Strategy: Making simple decisions	<ol style="list-style-type: none"> 2.1 Teacher distributes Work Sheet 1.2.1 to each student and asks each student to read the questions on it. 2.2 Teacher should make sure that students understand all the questions. 2.3 Students choose partners and work together on the questions on Work Sheet 1.2.1.

<ul style="list-style-type: none"> • Strategy: Asking simple questions • Strategy: Performing a basic speech 	<p>2.4 Teacher suggests students use the expressions on Focus Sheets 1.1.1 and 1.1.2 while they work on Work Sheet 1.2.1.</p> <p>2.5 Each student makes a decision on which fact is interesting about his or her partner and writes the selected facts on Work Sheet 1.2.1</p> <p>2.6 Each student presents simple speech Task 2.5 in front of the whole class.</p>
<p>Task 3: Practicing conversation using interpersonal functions</p> <ul style="list-style-type: none"> • Strategy: Simple feedback 	<p>3.1 Teacher distributes Work Sheet 1.3.1 and makes sure that students understand its content.</p> <p>3.2 Each student finds a partner and practices conversation with the partner under different circumstances on Work Sheet 1.3.1.</p> <p>3.3 After students practice Task 3.2, each group presents their conversation in front of the whole class.</p> <p>3.4 The whole class gives comments on each group's presentation.</p>
<p>Assessment</p> <p>Excellent: A Good job: B Good start: C</p>	<p>While students conduct Task 2 and Task 3, teacher evaluates their abilities to participate in a group, make decisions, use various expressions appropriately on Focus Sheets 1.1.1 and 1.1.2, understand other cultures, perform a speech, and carry on a conversation.</p>

Focus Sheet 1.1.1
Social Skills and Interpersonal Language Functions

The following expressions will be helpful when you meet new people and have conversation with them.

Finding Out Someone's Name

What's your name?

May I ask your name?

My name is...

Finding Out Someone's Nationality

Where are you from?

Where do you come from?

What nationality are you?

What country do you come from?

I am (come) from...

Finding Out about Someone's Work

What do you do?

Do you work?

What do you do for a living?

How long have you been working?

I work for...

Finding Out about Someone's School

What year are you in?

What is your major?

Did you graduate?

Which school do (did) you go to?

I go (went) to...

I am a freshman (sophomore, junior, senior).

Finding Out about Someone's Hobby

Do you have any hobbies?

What do you do in your spare time?

Do you like sports?

Do you enjoy watching movies?

Do you play any musical instrument?

Yes, I like (enjoy)...

Asking to Repeat

Sorry, what was it?

Can you say that again?

Would you repeat it?

Focus Sheet 1.1.1 (cont'd)
Social Skills and Interpersonal functions

Agreeing

Yes, I think you're right.

I agree.

That's a good point.

Bring Someone into the Conversation

What do you think about this?

What's your opinion?

Do you agree (with me, with John)?

Giving Feedback

I see your point.

OK.

Right.

Uh-huh.

Asking for Clarification

What do you mean?

What did you say?

Could you explain that?

Making a New Suggestion

Let's talk about _____.

Let's think about _____.

How about _____.

What about _____.

Asking for Information

I'd like to know ...

I'm interested in ...

Would you tell me ...?

Do you know ...?

Could you find out ...?

What is ...?

Could I ask (May I ask) ...?

Huizenga, J., & Thomas-Ruzic, M. (1992). All talk: Problem solving for new students of English. Boston, MA: Heinle & Heinle.

Focus Sheet 1.1.2
Interpersonal Language Functions

Greetings

Hi,
Hello,
Good day.
Good morning (afternoon, evening).
How are you?
How have you been?
How do you do?
Nice to meet you.
Good to see you.
How is it going?
What's new?
Long time no see.
It's been a long time.
How nice to see you.

Farewells

Bye (Good bye)
So long.
Take care (of yourself).
Good night.
See you later.
See you again.
See you soon.
Talk to you soon.
Take it easy.
See you later.
Catch you later.
Let's keep in touch.

Thanks

Thanks a lot.
Thanks a million.
Thank you (very much).
I am grateful.
I appreciate it.

Work Sheet 1.2.1
Understanding the Culture of Others

1. Read through the suggested questions about names.
Choose several you would like to ask your partner(s).

- What's your given name? How do you pronounce it? How do you spell it?
- What's your family name? How do you pronounce it? How do you spell it?
In your culture, is your given name your first name, or is your family name your first name?
- Does your given name have a meaning?
Do any of your names indicate that you are male or female?
- Who gave you your given name?
- Do you have a nickname? Who uses it?
- Does your family name tell something about where your ancestors came from or what their occupation was?
- Does any part of your name show which generation of your family you belong to?
- In your culture, do women usually keep their own family name after they marry?
- Whose family name do children have in your culture?
- In your culture, is it usual to be named after someone else, living or dead?
- Can you tell me anything else about your name?

Coehlo, E. (1994). Learning together in a multicultural classroom. Markham, ONT: Pippin.

Work Sheet 1.2.1 (cont'd)
Understanding the Culture of Others

2. Choose one interesting fact about your partners' name that you will share when you introduce her/him. Write down notes below as an outline.
3. In front of the whole class, each of you will present a speech, introducing your partner's name with interesting facts you choose from #2. Make sure that everybody can pronounce and spell the name of each group member.

Coehlo, E. (1994). Learning together in a multicultural classroom. Markham, ONT: Pippin.

Work Sheet 1.3.1
Creating Conversation Using Interpersonal Functions

Find a partner and create conversations based on each situation. Switch the roles once you complete the first role-play. Use the expressions on Focus Sheets 1.1.1 and 1.1.2.

Situation 1: Greeting

Jennifer and Tom came to study the same major at the University of Texas. They come from different regions of the country. Jennifer is from sunny California and Tom is from Mississippi. As one might suspect, they possess very different backgrounds. After graduating from high school, Jennifer and Tom wanted to experience a different lifestyle. Jennifer and Tom are attending the orientation at the University. They both are very curious about other students. They meet at the table where refreshments are being served. They notice that on the name tags, the place where they come from is written underneath the name. They begin to talk with each other.

A: Jennifer

B: Tom

Situation 2: Farewell

Cindy just finished attending a national conference regarding Breast Cancer Awareness. She met Carmen for the first time at the conference and they hit it off, becoming great friends. They basically spent the entire three day conference by each other's side. They attended the same workshops, ate every meal together and went out to explore the city at night. Now the conference has ended and it is time for them to say their good-byes. They are at the airport ready to say farewell to each other.

Work Sheet 1.3.1 (cont'd)
Creating Conversation Using Interpersonal Functions

A: Cindy
B: Carmen

Situation 3: Thanks

Maria is a freshman at a California state university. She is from a small town and feels completely lost at the school as the new school seems bigger than life to her. She cannot even find the Registrar's office to register for her classes. She walks around the campus feeling small and confused. Steve was walking toward his class when he spotted Maria appearing dazed and confused. He recalls his first day of school and what a horrifying experience that was for him. So he decides to help Maria. He escorts Maria to the Registrar's office and helps her register. In addition, after giving her a copy of the campus map, he takes her to her first class. In front of her class, Steve is ready to go to his class. She is so appreciative of his help and wants to say something to him.

A: Maria
B: Steve

Assessment Rubric 1.4.1

Components of Assessment	A: Excell- ent	B: Good job	C: Good start
Participating in the Group <ul style="list-style-type: none"> • Participating actively in the group • Helping each other work in the group 			
Making Decisions <ul style="list-style-type: none"> • Appropriate decision on the topic 			
Using of Expressions on Focus Sheets 1.1.1 and 1.1.2 <ul style="list-style-type: none"> • Appropriate using of expressions in each different situation • Using of various expressions 			
Understanding Other Cultures <ul style="list-style-type: none"> • Recognizing surface-level aspects of other cultures • Identifying various values, beliefs, and customs of other cultures • Introducing the cultures of others clearly 			
Performing a Speech <ul style="list-style-type: none"> • Understandable pronunciation • Performing the speech slowly but clearly 			
Carrying on a Conversation <ul style="list-style-type: none"> • Leading the conversation smoothly 			

Lesson Plan Two: Dating

Target Level	ESL/EFL College Intermediate Level
Objectives	<ol style="list-style-type: none"> 1. To learn the expressions to support intermediate social skill functions, comparison and contrast, and vocabulary describing people 2. To discuss the importance of qualities in a dating partner or spouse 3. To compare and contrast opinions about matching people
Materials	Focus Sheet 2.1.1, Focus Sheet 2.1.2, Work Sheet 2.2.1, Work Sheet 2.3.1, Assessment Sheet 2.4.1, Assessment Rubric 2.4.2
Warm-Up • Strategy: Interactive feedback	Teacher asks students about dating customs such as gifts, activities for dates, group dates, and who pays for what.
Task 1: Understanding expressions related to social functions, comparison and contrast, and describing people • Strategy: Asking and answering questions, using simple sentences	<ol style="list-style-type: none"> 1.1 Teacher distributes Focus Sheets 2.1.1 and 2.1.2 to each student, and asks students to use the expressions on those when they work on activities. 1.2 Students make small groups and learn together the expressions on Focus Sheets 2.1.1 and 2.1.2 by asking questions of each other. (Students can use dictionaries if they really need them.) 1.3 Teacher checks students' understanding of all the expressions on Focus Sheets 2.1.1 and 2.1.2 by asking and answering questions.
Task 2: Discussing qualities of people in dating	<ol style="list-style-type: none"> 2.1 Teacher distributes Work Sheet 2.2.1. 2.2 Students first choose a partner and write comparing sentences about themselves, and share them with other groups.

<ul style="list-style-type: none"> • Strategy: Making critical decisions • Strategy: Performing a speech 	<p>2.3 Each student then ranks the qualities based on the importance for him or her.</p> <p>2.4 Students show their ranking to their partners and discuss it.</p> <p>2.5 Students voluntarily tell the class their opinions.</p> <p>2.6 Students again talk to their partners about the important aspects of qualities of people when they date someone in their cultures, and tell the class about those aspects.</p>
<p>Task 3: Comparing and contrasting opinions</p> <ul style="list-style-type: none"> • Strategy: Making critical decisions • Strategy: Comparing and contrasting • Strategy: Discussing in group 	<p>3.1 Teacher distributes Work Sheet 2.3.1 to each student.</p> <p>3.2 Students form groups of three or four. Each group matches the designated single person with one of the potential partners listed on Work Sheet 2.3.1, through comparing and contrasting the qualities of the listed people.</p> <p>3.3 Each group compares and discusses their decisions with those of other groups.</p>
<p>Assessment Excellent: A Good: B Needs Improvement: C</p>	<p>Teacher distributes Assessment Sheet 2.4.1. Teacher gives students 30 minutes, and students present speeches about their opinion on whether it is better for a partner's qualities to be similar or different to their qualities.</p> <p>Teacher evaluates students' abilities to make critical decisions, present appropriate ideas and opinions, perform a speech, and use various expressions appropriately on Focus Sheets 2.1.1 and 2.1.2.</p>

Focus Sheet 2.1.1
Social Skills Language Functions

The following expressions will be helpful to discuss interactively with other people in the conversation.

Disagreeing

I don't agree.

I disagree.

I don't think so.

Coming to Consensus

Does everybody agree?

Let's decide.

We have to decide now.

What's our final decision?

Requesting Explanation

Can you explain why ...?

Please explain ...?

Do you mean to say ...?

I don't understand why ...

Why is it that ...?

How come ...?

Guessing

I'd say ...

Could it be ...

Perhaps it's ...

I think it's ...

It looks like ...

It's hard to say, but I think ...

Illustrating

For example, ...

For instance, ...

Take for example ...

For one thing, ...

To give you an idea ...

Look at the way ...

Consider that ...

Focus Sheet 2.1.1 (cont'd)
Social Skills Language Functions

Verifying Understanding

That's right.

Correct.

Right.

Okay.

Yes.

Exactly!

Explaining

What it is ...

Restating

Another way to say that is ...

Or, in other words, ...

Using this graph, ...

From another perspective, ...

Generalizing

As a rule, ...

Generally, ...

In general, ...

By and large, ...

In most cases, ...

Usually, ...

Most of the time ...

Exceptions

One exception is ...

But what about ...?

Don't forget ...

Presenting an Opinion or Interpretation

I think that ...

In my opinion ...

Without a doubt ...

I'm positive ...

I'm certain ...

Focus Sheet 2.1.1 (cont'd)
Social Skills Language Functions

Making Suggestions

Why don't you ...?

Why not ...?

Perhaps you could ...

Have you thought about ...?

Here's an idea ...

Let's ...

Adding Thoughts

To start with ...

And another thing ...

What's more, ...

Just a small point ...

Maybe I should mention ...

Oh, I almost forgot ...

Giving Reasons

And besides, ...

Also, ...

In addition, ...

What's more, ...

Another thing is that ...

Plus the fact that ...

Because of that, ...

That's why ...

That's the reason why ...

For this reason, ...

Summarizing

To cut it short, ...

To make a long story short, ...

So, ...

To sum up, ...

In sum, ...

All in all,

Keller, E. & Warner. S.T. (1988). Conversational gambits.
Hove, UK: Language Teaching Publications.

Focus Sheet 2.1.2 Comparison and Contrast

Comparison

Also (too)
Like
Same
Similarly
As well as
Likewise
Compared to
As _____ as
In common
By the same token
_____er
More, less
etc.

Contrast

In contrast (with)
By contrast
On the other hand
However
But
Despite
Differ, different, difference
As opposed to
Contrary to
Whereas, while, although
Unlike

etc.

Describing People

funny	intelligent	strong	romantic
sensitive	diligent	hardworking	lazy
weak	quiet	talkative	rich
insensitive	cheerful	sad	poor
serious	unromantic	good-looking	gorgeous
well-dressed	old	talented	young
smart	well-educated	generous	kind
boring	adventurous	warm	cold
artistic	decent	considerate	cute
manly	feminine	bright	dull
pure	realistic	selfish	genuine
idealistic	conservative	active	keen
confident	wise	easygoing	etc.

Work Sheet 2.2.1
Thinking about Good Partners

1. Which of the words on Focus Sheet 1.1.2 describe you? Choose a partner and discuss your qualities with a partner. Then write sentences comparing two of you using the vocabulary on Focus Sheet 1.1.1 and 1.1.2. After you complete sentences, share them with other group members.

- _____

- _____

- _____

2. In your opinion, which qualities are important in a partner or spouse? Rank these in order of importance from 1 to 15. (1 = most important, 2 = second most important, and so on.)

_____ to be rich	_____ to be sensitive
_____ to be hardworking	_____ to be funny
_____ to be generous	_____ to be intelligent
_____ to be good-looking	_____ to be romantic
_____ to be cheerful	_____ to be active
_____ to be highly educated	
_____ to be strong	_____ to be decent
_____ to be artistic	_____ to be talented

3. Show your ranking to your partner. Do you both agree about the most important quality in a partner or spouse? Discuss about it with your partner. Then tell the class your opinions.
4. In your culture, which qualities are considered more important than others? Talk about it with your partner and tell the class your cultural aspects.

Work Sheet 2.3.1
Matching People

1. Form a group of three or four. You all work for a dating service that tries to match single people with suitable partners. Gladys and Susan, below, are clients. Choose a match for both of them. You have five possible partners (Troy, Peter, Howard, Steve, and Carlos). Use the expressions on the Focus Sheet 1.1.1 and 1.1.2.

Gladys

AGE: 25
JOB: fashion designer
SALARY: \$25,000
HOBBIES: going to movies, reading
SPORTS: swimming and karate
PERSONALITY: romantic, serious,
hardworking
BIGGEST WEAKNESS: sometimes too serious

Susan

AGE: 28
JOB: school teacher
SALARY: \$28,000
HOBBIES: hiking
SPORTS: tennis and swimming
PERSONALITY: easygoing, cheerful, active
BIGGEST WEAKNESS: sometimes overactive

Troy

AGE: 27
JOB: police officer
SALARY: \$24,000
HOBBIES: photography
SPORTS: karate, skiing
PERSONALITY: hardworking, quiet, cheerful
BIGGEST WEAKNESS: sometimes insensitive to
other people

Work Sheet 2.3.1. (cont'd)
Matching People

Peter

AGE: 23
JOB: actor
SALARY: \$18,000
HOBBIES: cooking, going to movies
SPORTS: soccer, baseball
PERSONALITY: romantic, sensitive
BIGGEST WEAKNESS: sometimes lazy

Howard

AGE: 29
JOB: lawyer
SALARY: \$50,000
HOBBIES: going to movies, dancing
SPORTS: basketball
PERSONALITY: generous, intelligent,
considerate
BIGGEST WEAKNESS: sometimes too quiet

Steve

AGE: 32
JOB: computer programmer
SALARY: \$48,000
HOBBIES: traveling
SPORTS: tennis, skiing
PERSONALITY: funny, kind, broad-minded
BIGGEST WEAKNESS: sometimes flighty

Work Sheet 2.3.1 (cont'd)
Matching People

Carlos

AGE: 36
JOB: businessman
SALARY: \$55,000
HOBBIES: chess
SPORTS: none
PERSONALITY: unromantic, funny,
hardworking
BIGGEST WEAKNESS: sometimes talks too much

2. After deciding a suitable partner for both Gladys and Susan through discussing in your group, complete this sentence.

We matched Gladys with _____ because

We matched Susan with _____ because

3. Compare your decision with those of other groups. Do you all agree? Discuss about it with other groups.

Huizenga, J., & Thomas-Ruzic, M. (1992). All talk: Problem solving for new students of English. Boston, MA: Heinle & Heinle.

Assessment Sheet 2.4.1

Is it better to be similar to, or very different from your partner? Think of a happy couple you know. Do the partners have the same interests or very different ones? Compare them and build your own view. Present a speech about it.

Assessment Rubric 2.4.2

Components of Assessment	A: Excellent	B: Good	C: Needs Improve- ment
<p>Making Critical Decisions</p> <ul style="list-style-type: none"> • Compares or contrasts contents • Generates own view-points with good reasoning • Comes to logical conclusion 			
<p>Presents Ideas and Opinions</p> <ul style="list-style-type: none"> • Presents relevant and appropriate ideas and opinions on the topic 			
<p>Uses Expressions on Focus Sheets 1.1.1 and 1.1.2</p> <ul style="list-style-type: none"> • Uses various expressions appropriately when presenting a speech 			
<p>Performs a Speech</p> <ul style="list-style-type: none"> • Prepares well • Pronounces understandably • Performs a speech clearly 			

Lesson Plan Three: Marriage

Target Level	ESL/EFL College Advanced Level
Objectives	<ol style="list-style-type: none"> 1. To learn the vocabulary and expressions related to marriage, and logical connectors to support discussion 2. To practice conversations that can happen at a wedding, and discuss wedding cultures 3. To discuss wedding expenses and plan own future wedding budget
Materials	Focus Sheet 3.1.1, Focus Sheet 3.1.2, Focus Sheet 3.1.3, Focus Sheet 3.1.4, Focus Sheet 3.1.5, Focus Sheet 3.1.6, Work Sheet 3.2.1, Work Sheet 3.3.1, Work sheet 3.3.2, Assessment Rubric 3.4.1, Assessment Rubric 3.4.2
Warm-Up: <ul style="list-style-type: none"> • Strategy: Interactive feedback 	Teacher asks students whether they have had experiences attending an American wedding ceremony, and if so, how it was.
Task 1: Learning logical connectors and expressions about marriage <ul style="list-style-type: none"> • Strategy: Learning elaborate and idiomatic language and expressions 	<ol style="list-style-type: none"> 1.1 Teacher distributes Focus Sheets 3.1.1, 3.1.2, and 3.1.3 to each student. 1.2 Students make small groups and help each other learn about the expressions on Focus Sheets 3.1.1, 3.1.2, and 3.1.3. 1.3 Teacher checks students' understanding of all the content on Focus Sheets 3.1.1, 3.1.2, and 3.1.3 through asking and answering questions about the content, and explaining it.
Task2: Practicing possible wedding conversation and discussing wedding culture	<ol style="list-style-type: none"> 2.1 Teacher distributes Focus Sheets 3.1.4, 3.1.5, and 3.1.6 to each student. 2.2 Students choose a partner and practice wedding conversations, switching roles.

<ul style="list-style-type: none"> • Strategy: Applying ideas and views 	<p>2.3 Teacher distributes Work Sheet 3.2.1 and asks students to answer the questions individually based on their opinions.</p> <p>2.4 Students share their opinions with other classmates.</p>
<p>Task 3: Discussing expenses especially for a second marriage, and planning own future wedding budget</p> <ul style="list-style-type: none"> • Strategy: Interactive group discussion • Strategy: Analyzing and debating • Strategy: Supporting views and decisions with good reasoning • Strategy: Verbalizing ideas • Strategy: Interactive feedback • Strategy: Performing presentation 	<p>3.1 Teacher distributes Work Sheet 3.3.1 to each student, and asks each student to read the story on it.</p> <p>3.2 Each student first answers the questions individually based on his or her opinions on Work Sheet 3.3.1 and organizes his or her opinion for group discussion.</p> <p>3.3 Students form groups of four or five, and discuss the questions on Work Sheet 3.3.1 and find the solutions together.</p> <p>3.4 One student from each group presents its solutions with good reasoning, and the whole class comments on them.</p> <p>3.5 Teacher distributes Work Sheet 3.3.2, and each student comes up his or her future wedding budget and how to spend it, explaining views, ideas and reasons for such budget.</p> <p>3.6 Teacher asks students to prepare individual presentations about Task 3.5 for next class.</p>
<p>Assessment: Excellent: A Good: B Average: C Needs to improve: D</p>	<p>Teacher uses Assessment Rubric 3.4.1 for grading Task 3.3 based on students' discussion abilities.</p> <p>Teacher uses Assessment Rubric 3.4.2 for grading Task 3.6 based on students' presentation skills.</p>

Focus Sheet 3.1.1

Logical Connectors

Additive: additionally, also, in addition, furthermore, moreover, furthermore, moreover, further, besides, as well, alternatively, not only ~ but also, for example, such as, like, particularly, especially, including, concerning, regarding, similarly, likewise, namely, specifically, equally, in other words, that is (to say)

Adversative: however, whereas, but, in contrast, though, on the other hand, in spite of, although, even though, nevertheless, instead, at least, despite, still, yet

Causal: due to, consequently, accordingly, therefore, in order to (that), for the purpose of, even if, otherwise, on condition that, if so, if not, since, because (of), hence, as a result (of), thus, in case, even if, only if, then, so that, so, if

Sequential: first...; second..., initially...; secondly, to begin with, first of all, next, afterwards, eventually, subsequently, finally, at last, by the way, anyhow, anyway, in conclusion, in sum, to summarize, as I have said, on the whole, overall, in short, to be brief, in a word

Celce-Murcia, M., & Larsen-Freeman, D. (1983). The grammar book: An ESL/ EFL teacher course. Boston, MA: Heinle & Heinle.

Focus Sheet 3.1.2

Vocabulary Related to Marriage

father-in-law, mother-in-law, sister-in-law,
brother-in-law, nephew, groom (bridegroom),
bride, bestman, bridesmaid, bridal shower,
bachelor party, wedding invitation (wedding
reception), caterer, honeymoon, registry,
ring boy, flower girl, tie the knot

Focus Sheet 3.1.3

Expressions Related to Marriage

- Our wedding is this coming June.
- I'm delighted to hear of your engagement.
- He's (She's) my fiancé (fiancée).
- She's a good match.
- You make a good couple.
- This is such a beautiful reception.
- Where are you going for your honeymoon?
- For our honeymoon, we went to Europe.
- When did you get married?
- We've been married for three years.
- Where will you have your wedding?
- Where did you register? (for registry)
- How long have you planned for marriage?
- Who coordinated the wedding?
- Who caught the bouquet that the bride threw?

Focus Sheet 3.1.4

Wedding Conversation 1 - When's the Wedding?

(A: Korean B: America)

A: I just talked with Sue, and guess what?

She's getting married.

B: That's wonderful! When's the wedding?

A: Next week. I'm so excited.

I've never seen a Western wedding before.

B: Really? I've been to lots so I can tell you a few things.

A: Please tell me.

B: We usually have wedding at churches.

Besides the bride and grooms, a best man and a bridesmaid stand nearby. By the way, do you know about bridal showers and bachelor parties?

A: What are they?

B: At a bachelor party, the groom and all his male friends celebrate the end of his bachelorhood. And likewise, at a bridal shower the female friends of the future bride all get together and shower her with presents, usually small household items.

A: That sounds like fun.

Min, B. (1998). BCM practical English 3. Seoul, Korea: BCM Publishing & Language, Inc.

Focus Sheet 3.1.5

Wedding Conversation 2 - Did You Reserve the Church?

A: Have you sent out all the wedding invitations?

B: No, I thought that was your responsibility.

A: No, I'm afraid you're mistaken.

B: Okay, then. No big deal. I'll do it right now.

A: What about the church?

Did you reserve the church for the wedding?

B: No, but I thought... Never mind.

I'll get around to doing that too.

A: And the caterer, have you called the caterer?

B: No, dear, I haven't. I will though.

Focus Sheet 3.1.6

Wedding Conversation 3 - I'd Like to Propose a Toast!

(At a wedding reception)

A: I'd like to propose a toast to the bride and the groom!

All: Here, here! To the bride and groom!

A: I wish them all the happiness in the world!

All: Speech! Speech!

B: All right, all right. Well, I don't know what to say. I'm just very happy, and I feel extremely fortunate to be able to marry Sue, the woman of my dreams.

(Applause)

C: Well, Sue, now that you've finally tied the knot. How does it feel?

D: I'm on cloud nine.

C: Bob, how many children are you planning to have?

B: Well, the more the better, I say.

I figure maybe six or seven kids?

A: Hey! That's good to hear!

Min, B. (1998). BCM practical English 3. Seoul, Korea: BCM Publishing & Language, Inc.

Work Sheet 3.2.1
Learning Wedding Culture

First, answer the questions below individually based on your opinion. Then share your answers with your classmates.

- In your culture, where is a wedding ceremony usually held?
- What kinds of activities or events do friends of the bride and the groom generally do before, during and/or after a wedding in your culture?
- In your culture, how are wedding expenses usually shared between a bride and a groom?
- What kinds of expenditures are associated with a wedding on the part of a bride and a groom respectively in your culture?
- In your culture, are parents of the bride and/or the groom responsible for the wedding expenses, partly or wholly? If so, explain.
- After the wedding, is there a wedding reception in your culture? If so, what takes place at the reception?
- In your culture, where do people usually go for a honeymoon in your culture?
- What age do people usually get married in your culture?
- In general, how long does a newly married couple wait to have their first child in your culture?

Work Sheet 3.3.1
Discussing Marriage Expense

First, read the story below and answer the questions by yourself. Then form groups of four or five, and discuss the question and find the solutions together. After your group finds the solutions, one student from each group presents those to the whole class.

A mother, Joan, seeks her friend Andrea's advice about her daughter's wedding. She gave her daughter a big wedding when she married for the first time, but now the daughter has divorced and is getting married again. The daughter wants Joan to pay for a second elaborate wedding, which she is reluctant to do.

- Why do you think Joan is reluctant to pay for this second wedding?
- What is your opinion? Should Joan pay for the daughter's second wedding? All or part of it?
- Since Joan doesn't mention her husband, you might assume that she too is divorced or perhaps widowed, which might be part of the reason she feels she can't afford the wedding (as well as the fact that she just doesn't want to pay for it). If you assume this, does this change your opinion?
- Do you think it is reasonable or unreasonable of daughter to expect her parent(s) to pay for a second wedding, especially when she and her fiancé can afford it themselves?
- What advice would you give Joan if you were Andrea? (After you decide the solutions in your group, present them to the whole class.)

Leshinsky, J. G. (1995). Authentic listening and discussion for advanced students. Englewood Cliff, NJ: Prentice Hall Regents.

Work Sheet 3.3.2 Planning Wedding Budget

Decide your future wedding budget first, and divide the amount of budget into different categories below with more specific description. Support your idea of budgeting also with your opinions and reasons. Prepare presentation about this until the next class.

My total wedding budget will be approximately \$_____.

Renting for wedding
Place

Wedding
attire

Food

--	--	--

Reception

Photography

Coordination

--	--	--

Honeymoon

Etc.

Etc.

--	--	--

Assessment Rubric 3.4.1
Evaluation for Discussion

	A- Excellent	B-Good	C- Average	D-Needs to improve
Evaluation of individual performance:				
Well prepared				
Active participant				
Pronunciation was understandable				
Used appropriate strategies to take the floor				
Comments				
Evaluation of group performance:				
Everyone had a chance to speak				
All group members were well prepared				
Group followed the directions				
Came to logical and valuable conclusions				
Comments				

Kozyrev, J. R. (1998). Talk it over. Boston, NY: Houghton Mifflin Company.

Assessment Rubric 3.4.2
Evaluation for Presentation

	A: Excellent	B: Good	C: Average	D: Needs to improve
Well prepared				
Topic was interesting and appropriate				
Organization was clear and logical				
Information was complete and useful				
Pronunciation was understandable				
Body language and eye contact were appropriate				
Notes or outline were used without distracting the audience				
Spoke with appropriate volume				
Comments				

Kozyrev, J. R. (1998). Talk it over. Boston, NY: Houghton Mifflin Company.

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